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ABSTRACT

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the visual communications art profession; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program in visual communications art. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the field describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 14 major topics: orientation to the visual communications art profession; safety procedures; basic studio skills; basic drawing skills; design; web page design; business functions; hand lettering; photography; digital media design/basic computers; interactive multimedia production; layouts; production; and self-marketing. (YLB)

Visual Communications Art | PDF Download

Acknowledgements

Overview

18.01.00.0	<u>Orientation to Visual Communications Art Profession</u>
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18.10.00.0	<u>Digital Media Design/Basic Computers</u>
18.11.00.0	<u>Interactive Multimedia Production</u>
18.12.00.0	<u>Layouts</u>
18.13.00.0	<u>Production</u>
18.14.00.0	<u>Self-Marketing</u>



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Introduction to the Specialization ITAC

Revised 2001

The Ohio Integrated Technical and Academic Competency (ITAC) profiles are developed under the auspices of the Ohio Department of Education and the Ohio State Board of Education. They provide a broad-based educational response to Ohio's need for a skilled workforce. Each Specialization ITAC represents a profile of the professional or occupational competencies deemed essential for a graduate to perform proficiently when he or she graduates from the specialization workforce development programs in Business and Marketing, Industrial and Engineering Systems, Health Occupations, or Family and Consumer Sciences. The Specialization ITAC profile, in conjunction with the competencies identified in the Foundation and Clusters ITACs, provide a career pathway that can lead to employment or further education.

Process and Intent

The integrated competency lists are the result of all encompassing research and review of existing competency profile lists and includes input from industry, labor, professional organizations, professional and industrial representation, and national standards for a specific industry/profession. Representatives from a broad cross-section of Ohio professional organizations, businesses/professions, industry, and labor played a critical role in identifying current and future knowledge and skills for the industry, and defining the vision and scope of the profession/industry. The instructional methods and teaching strategies are the responsibility of the local school system and/or instructor.

Curriculum Applications Using the ITAC Competency Profiles

Each profile includes a comprehensive listing of occupational skill competencies that reflect the job opportunities and skills that are required to work in a specific profession/career pathway. Critical academic, employability and information technology skills have been integrated throughout the list to support the technical skills. These competency profiles will be used as the basis for curriculum development in Ohio's secondary, adult, and post-secondary programs. The specialization competency profiles are organized so that they can be clustered or grouped in a modular approach. Individual curriculum specialists can use the competencies profiles to develop instructional programs based on local needs as determined in conjunction with their local advisory committees. i.e., the specialization cluster academy approach. Final assessments will be designed to accompany each profile list and to accommodate student evaluation by modules.

[Career Pathways](#) | [FasTrak ITACs](#)



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Michael Hiday, Berry Network, Inc. Dayton
Kristin Zink, Free Based Design, Inc., Dayton
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Educational Review Panel

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Overview

Visual Communications Art

Visual Communications Art is a profession that includes a complex combination of words and pictures, numbers and charts, and photographs and illustrations that, in order to succeed, demand the clear thinking of a thoughtful individual who can orchestrate these elements so they all add up to something distinctive, or useful, or playful, or surprising, or subversive, or somehow memorable. Illustration and Graphic Design are the two major subdivisions of Visual Communication Art.

Visual Communication Artists include people of many talents. They must know how to do lettering, drawing, and color work; and must be able to assemble the parts of the project into a plan, a process called layout. Photography is a popular and well-established branch of Visual Communication Art.

This creative industry utilizes many types of art for business. Although the industry is becoming more and more technology driven, it is critical to have a strong foundation of basic drawing and design skills to be successful in this profession. The application of business related artwork is diverse and more complex. It is important to understand the various medians used by corporations today: design, print, worldwide web, interactive media, digital imaging, etc.

Employment opportunities continue to grow in specialization media. Visual Communication Artists work for many companies including advertising agencies, publishers, department store and mail-order houses. Some artists work only in specialty fields, such as fashion drawing. Sometimes firms assign work to artists who have their own studios. These artists are paid by the job and may receive high sums. They are called free-lance artists.

The Visual Communication Art profession is among the first fine arts and design discipline to embrace the computer. It is virtually impossible to practice Visual Communication Art today by using only traditional hand processes. Photo-typesetting and retouching have been transformed into electronic output and pre-press services. The once separate functions of graphic design and production have been collapsed into a single effort now often under the control of the designer. Web designers, multimedia specialists, cable and TV network stations, commercial printers, photographers, commercial banks, hospitals, etc., are just a few businesses where responsibilities have moved to digital processing. There is still traditional art being used, however it is now digitized for final production.

This explosion of new media has changed the work in design offices, expanding from print-based projects to those that include electronic communication. While some graphic designers specialize entirely in new media, most handle a mix of print and electronic work. In addition to the print-based competencies, most students will also be significantly more employable if they possess a rudimentary ability to: work in time-based multimedia, design motion typography, design information architecture, interfaces, and narratives for the Internet, or design time-based media in cross-disciplinary projects.

This transformation represents new content for graphic design programs. It is now assumed by employers that students will have the ability to: author text in word-processing programs, draw graphic images on the computer, manipulate photographs digitally, produce digital page

layouts, understand issues related to output and electronic pre-press, and choose appropriate technological resources for specific design tasks.



18.00.00.0 Visual Communication Art

18.01.00.0 Orientation to Visual Communication Art Profession

18.01.01.0 Define the industry

- 18.01.01.01 Outline the role and scope of the Visual Communication Art industry in the free enterprise system
- 18.01.01.02 Identify employment opportunities in the Visual Communication Art field
- 18.01.01.03 Identify areas of specialization within the Visual Communication Art field
- 18.01.01.04 Identify the professional organizations related to the Visual Communication Art field
- 18.01.01.05 Differentiate between the two major divisions in Visual Communication Art; Illustration and Design
- 18.01.01.06 Compare and contrast famous illustrators, designers, and their influence on the industry
- 18.01.01.07 Compare and contrast the major design movements and their influence
- 18.01.01.08 Discuss how technology has changed the industry over the years, beginning with the advent of the printing press and photography
- 18.01.01.09 Identify sources, in print or online, of information for professional illustrators and designers

18.01.02.0 Determine skills needed to work in the industry

- 18.01.02.01 Identify education and training required to work in various Visual Communication Art careers
- 18.01.02.02 Describe the kinds of job titles, qualifications, work techniques, processes, and procedures a Visual Communication Artist might be called on to perform

18.02.00.0 Safety Procedures

18.02.01.0 Practice lab safety

- 18.02.01.01 Explain the purpose of the Occupational Safety and Health Administration (OSHA) and how it promotes safety on the job as it relates to Visual Communication Art
- 18.02.01.02 Report unsafe conditions in accordance with Occupational Safety and Health Administration (OSHA) guidelines
- 18.02.01.03 Identify the location of Material Safety Data Sheets (MSDS)
- 18.02.01.04 Follow safety procedures for each MSDS
- 18.02.01.05 Identify consequences of disregarding safety rules
- 18.02.01.06 Identify/follow manufacturer's recommendations for the safe use of chemical products, (i.e., spray booth and ventilation)
- 18.02.01.07 Identify the established procedures/regulations for storing/handling/disposing of hazardous materials in accordance with Environmental Protection Association (EPA) Standards
- 18.02.01.08 Identify location of fire extinguishers and fire exits
- 18.02.01.09 Demonstrate established procedures for the use of fire extinguishers
- 18.02.01.10 Identify health hazards in the workplace
- 18.02.01.11 Identify location/contents of first-aid kit
- 18.02.01.12 Demonstrate knowledge of appropriate actions to take in response to given emergencies
- 18.02.01.13 Lift/transport objects and materials in accordance with established safety practices

18.02.02.0 Handle tools in accordance with established safety procedures

- 18.02.02.01 Use safety apparatus and equipment in accordance with job requirements and safety standards
- 18.02.02.02 Handle all tools according to manufacturer's specifications regarding safe use
- 18.02.02.03 Wear personal protective equipment, safety gear or clothing appropriate for given jobs
- 18.02.02.04 Conduct routine inspections of tools and equipment
- 18.02.02.05 Interpret instructional manuals for safe operation of power tools and power equipment
- 18.02.02.06 Maintain safety guards and switches on all machinery
- 18.02.02.07 Practice safe cutting techniques (i.e., discard disposable blades and cutting surfaces)

18.02.03.0 Protect workers from ergonomic injuries

- 18.02.03.01 Identify furniture and work practices that insure healthy ergonomic practices
- 18.02.03.02 Identify repetitive motion activities that might cause injury and remedy the problem
- 18.02.03.03 Maintain posture to prevent injuries
- 18.02.03.04 Identify effects of long-term exposure to ultraviolet (UV) rays

18.03.00.0 Basic Studio Skills

18.03.01.0 Perform basic measurement functions using standard measuring

- 18.03.01.01 Measure line lengths with a ruler in 32nds, 16ths, 10ths, 8ths, 4ths, and 1/2s and decimal point equivalent using a calculator
- 18.03.01.02 Measure with a pica scale in units of points and picas
- 18.03.01.03 Measure/divide using a compass, dividers, and proportion wheel
- 18.03.01.04 Calibrate reductions and enlargements using a proportion wheel
- 18.03.01.05 Scale graphics to specifications of final size (e.g., billboard maintenance)

18.03.02.0 Use and maintain drawing instruments

- 18.03.02.01 Identify various pencil leads available and their applications, and sharpening techniques
- 18.03.02.02 Demonstrate the use and maintenance of mechanical pencils, technical pens, quillens, various brushes, and markers

18.03.03.0 Perform basic mechanical drawing skills

- 18.03.03.01 Draw parallel vertical and angular lines with triangles and straightedge or T-square using various media
- 18.03.03.02 Draw circles, lines, and shape guides, compass or templates using various media
- 18.03.03.03 Use cropping tools to crop images and photos

18.03.04.0 Perform basic cutting functions using standard cutting devices

- 18.03.04.01 Cut stock using various knives and/or using a paper cutter
- 18.03.04.02 Measure mats, and cut mats using a mat cutter
- 18.03.04.03 Maintain cutting instruments (e.g., clean, sharpen, or replace blades)

18.03.05.0 Adhere/bond various media

- 18.03.05.01 Adhere media using various adhesives (e.g., spray mount, rubber cement, spray adhesive, glue stick)
- 18.03.05.02 Detach materials
- 18.03.05.03 Bond materials together with a laminator and using a dry-mount press

18.04.00.0 Basic Drawing Skills

18.04.01.0 Create life drawings

- 18.04.01.01 Sketch gesture and contour memory drawings using various media (i.e., mixed media, experimental)
- 18.04.01.02 Draw human figures showing muscular-skeletal relationships, foreshortened figures, hands and feet, heads and faces
- 18.04.01.03 Complete still-life drawings
- 18.04.01.04 Stylize human figures for commercial use

18.04.02.0 Create perspective drawings

- 18.04.02.01 Create one-, two-, and three-point perspective drawings from various vantage points
- 18.04.02.02 Draw in measuring-point perspectives
- 18.04.02.03 Create drawings that show an understanding of aerial perspective (e.g., landscapes, interiors)

18.04.03.0 Create product drawings

- 18.04.03.01 Draw products using contour lines
- 18.04.03.02 Draw various surfaces, shapes, and volumes (e.g., metal, glass, fabric, and liquid)
- 18.04.03.03 Complete still-life drawings

18.04.04.0 Design composition

- 18.04.04.01 Create a composition using basic fundamentals and elements
- 18.04.04.02 Create drawings for accuracy that show mastery of and sensitivity to variations in contour line
- 18.04.04.03 Identify visual concepts of composition
- 18.04.04.04 Create drawings that sensitively show a mastery of anatomy and the human figure and portraiture
- 18.04.04.05 Create drawings that demonstrate an understanding of color

18.05.00.0 Design

18.05.01.0 Create compositions with shape and form

- 18.05.01.01 Define the elements of design (i.e., line, form, color, space, texture, value, shape)
- 18.05.01.02 Define the principles of design (i.e., emphasis, unity, balance, proportion, rhythm)
- 18.05.01.03 Create simple and complex compositions emphasizing demonstrating mastery of the various elements of design
- 18.05.01.04 Design compositions that demonstrate competence in the use of positive and negative space, dominance, sub dominance, and subordinates, formal balance, unity, repetition, informal balance

18.05.02.0 Create Color Compositions

- 18.05.02.01 Define color fundamentals
- 18.05.02.02 Create a composition showing an understanding of color theory
- 18.05.02.03 Create compositions that are also a value study, a texture study, a design in full contrast, a continuous tone design in high key, and a continuous tone design in low key

18.05.03.0 Execute rendering techniques

- 18.05.03.01 Establish a light source
- 18.05.03.02 Transfer drawings to paper stock appropriate for given job
- 18.05.03.03 Render continuous tone
- 18.05.03.04 Render artwork using a six-step value scale
- 18.05.03.05 Render texture study
- 18.05.03.06 Render artwork using dry media: pencil, charcoals or pastels, colored pencils, felt-tipped markers
- 18.05.03.07 Render artwork using wet media: watercolor, acrylic, tempera, gouache, pen, and ink

18.06.00.0 Web Page Design

18.06.01.0 Determine Web parameters and usage

- 18.06.01.01 Differentiate between a client and a server
- 18.06.01.02 Demonstrate knowledge of the role of browsers in reading files on the World Wide Web
- 18.06.01.03 Identify how different browsers affect the look of a web page
- 18.06.01.04 Compare/contrast the features and functions of software editors available for designing web pages
- 18.06.01.05 Identify industry terms
- 18.06.01.06 Demonstrate knowledge of how bandwidths affect data transmission and on-screen image
- 18.06.01.07 Compare the advantages and disadvantages of running an in-house server vs. using a service provider
- 18.06.01.08 Explore emerging technology
- 18.06.01.09 Demonstrate basic knowledge of HTML programming

18.06.02.0 Create a web page

- 18.06.02.01 Create a web page using commercial software
- 18.06.02.02 Maintain a web page (i.e., update, refresh periodically)

18.07.00.0 Business Functions

18.07.01.0 Prepare paperwork and files

- 18.07.01.01 Schedule work orders
- 18.07.01.02 Maintain job and reference files
- 18.07.01.03 Complete project timeline

18.07.02.0 Purchase equipment, supplies, and outside services

- 18.07.02.01 Identify equipment and supply needs
- 18.07.02.02 Determine equipment and supply costs
- 18.07.02.03 Identify needed equipment and supplies for a specific job

18.07.03.0 Identify current copyright and usage laws

- 18.07.03.01 Identify applicable legal considerations and contract negotiations, including web-based copyright infringement
- 18.07.03.02 Demonstrate an understanding of how to purchase outside services and creative property in accordance with current usage practices in purchasing outside services

18.08.00.0 Hand-Lettering

18.08.01.0 Apply hand lettering for roughs/comps

- 18.08.01.01 Define typography language
- 18.08.01.02 Define typography as a design element
- 18.08.01.03 Indicate headlines and body copy using a pencil and/or marker
- 18.08.01.04 Render letterforms using various media (i.e., pen and ink, mixed media)
- 18.08.01.05 Demonstrate kerning and leading
- 18.08.01.06 Demonstrate letter-space and word-spacing a page
- 18.08.01.07 Hand letter letters in various proportions and sizes from serif, sans serif, and decorative typeface styles and in condensed, expanded, or Italic form

18.08.02.0 Create signage

- 18.08.02.01 Compose signs and/or showcases using various media
- 18.08.02.02 Draw various letterforms including double-letter fill-in, cursive, Italic, and serif letterforms, and using stencils
- 18.08.02.03 Render one-stroke letter forms
- 18.08.02.04 Layout, cut, and apply vinyl letters

18.09.00.0 Photography

18.09.01.0 Identify photographic equipment

- 18.09.01.01 Differentiate between various camera formats (i.e., traditional, digital)
- 18.09.01.02 Select appropriate camera format for given situation
- 18.09.01.03 Identify film for different light sources

18.09.02.0 Demonstrate knowledge of photographic language

- 18.09.02.01 Demonstrate knowledge of the role played by the following photographic elements: composition's formal qualities, scale, use of space, use of light
- 18.09.02.02 Demonstrate knowledge of how the meaning of a photograph is affected by composition, formal qualities, scale, use of space, and use of light
- 18.09.02.03 Identify the use and meaning of symbolism and of metaphor in given photographs

18.09.03.0 Demonstrate knowledge of how to acquire custom photography

- 18.09.03.01 Demonstrate knowledge of hiring practices
- 18.09.03.02 Demonstrate knowledge of where to find professional photographers for specific specialty areas (e.g., food, fashion)
- 18.09.03.03 Demonstrate knowledge of copyright law, work-for-hire, and other accepted business practices
- 18.09.03.04 Demonstrate knowledge of stock/photography and royalty free, Internet, and print

18.09.04.0 Set up photo shoots

- 18.09.04.01 Define parameters of photo shoot according to layout
- 18.09.04.02 Gather materials and equipment needed for photo shoot
- 18.09.04.03 Style subject matter according to layout
- 18.09.04.04 Obtain photo releases

18.09.05.0 Make color slides of existing work

- 18.09.05.01 Gather materials and equipment needed for photo shoot
- 18.09.05.02 Set up portfolio artwork for flat copy
- 18.09.05.03 Set up camera
- 18.09.05.04 Adjust lighting
- 18.09.05.05 Photograph portfolio artwork
- 18.09.05.06 Arrange to have lab process film

18.10.00.0 Digital Media Design/Basic Computers

18.10.01.0 Perform basic computer functions

- 18.10.01.01 Demonstrate knowledge of standard hardware platform components and configurations (e.g., UNIX, IBM, Macintosh)
- 18.10.01.02 Identify memory and storage requirements
- 18.10.01.03 Demonstrate knowledge of parallel/serial transmission
- 18.10.01.04 Demonstrate knowledge of the characteristics and operation of peripheral (e.g., scanner, digital camera, video input devices, graphic tablet, graphic expansion board, printer, film recorder, and output devices)
- 18.10.01.05 Demonstrate knowledge of resolution issues
- 18.10.01.06 Access software programs
- 18.10.01.07 Follow established start-up and shutdown procedures
- 18.10.01.08 Format disks
- 18.10.01.09 Create backup files
- 18.10.01.10 Create file management systems

18.10.02.0 Create visual design guidelines

- 18.10.02.01 Integrate paint illustration program techniques with digital photography imagery
- 18.10.02.02 Perform basic layout functions using word-processing software
- 18.10.02.03 Perform basic layout functions using draw/paint software
- 18.10.02.04 Perform basic layout functions using page layout software
- 18.10.02.05 Perform basic layout functions using imaging software
- 18.10.02.06 Assess how the technical limitations of the medium affect content and style
- 18.10.02.07 Plan a visual design in which form follows function
- 18.10.02.08 Create the look and feel of the product
- 18.10.02.09 Define color-editing capabilities (i.e., RGB, CMYK, PANTONE, TRUMATCH, WEB COLOR)

18.10.03.0 Enhance images

- 18.10.03.01 Identify image file formats
- 18.10.03.02 Manipulate font
- 18.10.03.03 Convert file formats
- 18.10.03.04 Manipulate contrast
- 18.10.03.05 Crop images
- 18.10.03.06 Scale images
- 18.10.03.07 Adjust images using various filtration methods
- 18.10.03.08 Combine software utilities in screening for translucency and for layering of multiple images (adjust)
- 18.10.03.09 Adjust images using selection tools
- 18.10.03.10 Adjust images using painting and editing tools
- 18.10.03.11 Manipulate multiple image layers
- 18.10.03.12 Adjust images using masking techniques
- 18.10.03.13 Optimize images for specific uses

18.10.04.0 Design layouts

- 18.10.04.01 Enter/edit text on document using word-processing software
- 18.10.04.02 Import and format text for printing using word-processing software
- 18.10.04.03 Format page design using master pages and style sheets
- 18.10.04.04 Create and add graphic elements to page design
- 18.10.04.05 Scan images, places, photographs and graphic elements
- 18.10.04.06 Enhance publications using various fonts, styles, attributes, and justification
- 18.10.04.07 Enhance publications using paint/draw functions
- 18.10.04.08 Output desktop publishing files

18.10.05.0 Create presentations using presentation graphics software

- 18.10.05.01 Identify peripheral items that support presentation software (e.g., scanners, digital cameras, printers, and projection systems)
- 18.10.05.02 Compare/contrast various presentation software packages
- 18.10.05.03 Create computer presentations and handouts in accordance with basic principles of graphic design and visual communication
- 18.10.05.04 Create and insert word art objects
- 18.10.05.05 Edit presentations
- 18.10.05.06 Print entire presentation, outline, and notes

18.11.00.0 Interactive Multimedia Production

18.11.01.0 Demonstrate knowledge of interactive media

- 18.11.01.01 Identify the media elements to be used (e.g., sound, video, graphics, text, animation)
- 18.11.01.02 Identify characteristics of interactive media presentations
- 18.11.01.03 Perform critical review of various interactive media end products
- 18.11.01.04 Explain the social and cultural implications and criticism of interactive media
- 18.11.01.05 Identify possible markets for interactive media (e.g., sales and marketing, interactive advertising, K-12 education, corporate training, corporate communications, distance learning, news, entertainment)
- 18.11.01.06 Identify the appropriate hardware and software tools
- 18.11.01.07 Describe video conferencing
- 18.11.01.08 Describe computer-to-computer collaboration
- 18.11.01.09 Generate text for multi-image presentations (e.g., title slides, charts, graphs)
- 18.11.01.10 Create 2-D computer graphics and animation
- 18.11.01.11 Create 3-D computer graphics and animation
- 18.11.01.12 Create computer animation
- 18.11.01.13 Identify future trends in interactive media

18.11.02.0 Develop interactive media teams

- 18.11.02.01 Define the role of individual team members
- 18.11.02.02 Develop a conceptual model for the interactive media project
- 18.11.02.03 Select the distribution method to meet the project goals
- 18.11.02.04 Justify decisions

18.11.03.0 Develop project concept proposal

- 18.11.03.01 Identify the client needs and expectations
- 18.11.03.02 Determine the purpose of the interactive media project
- 18.11.03.03 Determine target audience
- 18.11.03.04 Research content
- 18.11.03.05 Develop a design brief
- 18.11.03.06 Select appropriate message design (e.g., instructional, informational, entertainment)
- 18.11.03.07 Determine the setting where the message will be used
- 18.11.03.08 Determine the interactive media elements to be used
- 18.11.03.09 Determine degree of interactivity desired
- 18.11.03.10 Identify available media and content sources
- 18.11.03.11 Decide whether to produce or acquire content (i.e., graphics, animation, audio, video, simulations, and virtual environments)
- 18.11.03.12 Develop time line for completion
- 18.11.03.13 Develop project budget
- 18.11.03.14 Obtain contract approval
- 18.11.03.15 Write proposal

18.11.04.0 Develop story boards to communicate ideas

- 18.11.04.01 Make preliminary thume and kims showing placement of images and text on screen
- 18.11.04.02 Develop storyboard using showing placement of buttons/navigation, color schemes and lighting.

18.11.05.0 Write scripts

- 18.11.05.01 Describe music to be used
- 18.11.05.02 Describe video (still and motion)
- 18.11.05.03 Describe special effects (video and audio)
- 18.11.05.04 Write narration and actor lines
- 18.11.05.05 Describe scenes

18.11.06.0 Combine media elements to produce an interactive multimedia

- 18.11.06.01 Apply visual design skills
- 18.11.06.02 Acquire talent (i.e., actors, models)
- 18.11.06.03 Coordinate work with the acquired talent
- 18.11.06.04 Create video footage
- 18.11.06.05 Digitize/edit video footage using computer video-editing software
- 18.11.06.06 Record sound track, including narration, voice-overs, sound effects, and music
- 18.11.06.07 Integrate sound with visuals
- 18.11.06.08 Build in hotspots and interactive links
- 18.11.06.09 Synthesize available interactive media technologies into a unified presentation using appropriate authoring software

18.11.07.0 Explain the process of an interactive multimedia studio

- 18.11.07.01 Explain a project from start to finish
- 18.11.07.02 Identify other advanced technology

18.12.00.0 Layouts

18.12.01.0 Research proposed jobs

- 18.12.01.01 Assess client needs and resources
- 18.12.01.02 Analyze message (i.e., content, purpose, audience, and location of the reader)
- 18.12.01.03 Establish budgetary requirements (Identify cost, quantity, quality factors, and timelines)
- 18.12.01.04 Analyze layout elements and design requirements (e.g., size, color)
- 18.12.01.05 Determine media appropriate for given job

18.12.02.0 Draw thumbnails

- 18.12.02.01 Define thumbnails
- 18.12.02.02 Brainstorm ideas
- 18.12.02.03 Create small proportional sketches (thumbnails)
- 18.12.02.04 Verify that ideas match research objectives

18.12.03.0 Produce Roughs

- 18.12.03.01 Refine and enlarge thumbnail sketch to actual-size rough
- 18.12.03.02 Apply color indication
- 18.12.03.03 Select typefaces based on standard factors (e.g., legibility, color, appropriateness)
- 18.12.03.04 Revise layout to customer specifications
- 18.12.03.05 Verify that ideas match research and objectives, and mockups

18.12.04.0 Prepare comprehensive layouts

- 18.12.04.01 Select materials that best represent the finished product
- 18.12.04.02 Assemble elements from the chosen layout (i.e., artwork, photos, and copy)
- 18.12.04.03 Scale photos or artwork for enlargement or reduction using a proportion wheel
- 18.12.04.04 Determine folds according to layout
- 18.12.04.05 Select paper stock of similar weight and color to the intended design
- 18.12.04.06 Cut/score stock to desired size
- 18.12.04.07 Prepare multiple-page layout of printed product
- 18.12.04.08 Assemble mock-up with type/photos/artwork in position
- 18.12.04.09 Develop client presentations
- 18.12.04.10 Revise client presentations based on client input
- 18.12.04.11 Secure customer sign-off

18.13.00.0 Production

18.13.01.0 Differentiate between various printing processes

- 18.13.01.01 Identify the key characteristics and applications of printing processes (i.e., offset printing processes for producing four or more colors, rotogravure printing, letterpress printing, and silkscreen printing)
- 18.13.01.02 Differentiate between sheet-fed and web-fed printing processes
- 18.13.01.03 Analyze the relative benefits and limitations of various printing processes

18.13.02.0 Plan production work

- 18.13.02.01 Analyze job requirement
- 18.13.02.02 Specify typeface, size, leading, and width
- 18.13.02.03 Set copy block width for layout
- 18.13.02.04 Specify whether type is to be set justified, ragged left, ragged right, or centered
- 18.13.02.05 Adjust copy to fit given layout (e.g., wrap text around illustrations and/or photography and geometric

18.13.03.0 Set type for customer approval

- 18.13.03.01 Set type using computer publishing software
- 18.13.03.02 Identify standard proofreading markings
- 18.13.03.03 Correct copy in accordance with proofreader's and client's corrections/changes
- 18.13.03.04 Secure customer sign-off

18.14.00.0 Self-Marketing

18.14.01.0 Maintain general portfolio of work

- 18.14.01.01 Select 10-15 hand-drawn and computer-generated examples of skill (e.g., corporate logo, storyboard, package design, technical illustration, figure illustration)
- 18.14.01.02 Design arrangement of portfolio elements
- 18.14.01.03 Select portfolio size appropriate to presentation (e.g., portability, ease of handling)
- 18.14.01.04 Mount work using an appropriate professional format
- 18.14.01.05 Assemble work in commercial portfolio case or book
- 18.14.01.06 Update portfolio regularly

18.14.02.0 Make portfolio presentations

- 18.14.02.01 Select portfolio items relevant to employer
- 18.14.02.02 Prepare leave-behind samples
- 18.14.02.03 Modify résumé to include information relevant to employer
- 18.14.02.04 Present portfolio to industry representatives regularly for critique

18.14.03.0 Identify employment opportunities

- 18.14.03.01 Develop a network of potential employment leads and / or advisors
- 18.14.03.02 Identify employers of Visual Communication Artists using various sources including the yellow pages, professional associations and trade journals, library reference materials
- 18.14.03.03 Identify employers of Visual Communication Artists and job openings through advertising representatives
- 18.14.03.04 Identify advertised job openings using periodicals (e.g., local, regional, and national newspapers, professional journals and newsletters)



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