Advertising Design I

8570 36 weeks / 140 hours

Table of Contents

Acknowledgments ......................................................................................................................................... 1
Course Description ........................................................................................................................................ 2
Task Essentials Table .................................................................................................................................... 3
Curriculum Framework ................................................................................................................................. 5
Practicing Lab Safety and Maintenance ........................................................................................................ 5
Examining Advertising Design .................................................................................................................... 7
Demonstrating Fundamental Skills and Techniques .................................................................................... 10
Exploring Elements and Principles of Design ............................................................................................. 13
Applying Illustration Theory ....................................................................................................................... 15
Working with Typography ............................................................................................................................ 16
Designing an Advertisement ....................................................................................................................... 18
Printing an Advertisement ........................................................................................................................... 20
Applying Design Skills ............................................................................................................................... 23
Practicing Photography ............................................................................................................................... 25
Applying Computer Skills ......................................................................................................................... 27
Developing Employability Skills ................................................................................................................ 29
SOL Correlation by Task ............................................................................................................................. 31
Transportation Career Modules .................................................................................................................. 33
Entrepreneurship Infusion Units ................................................................................................................ 33
Appendix: Credentials, Course Sequences, and Career Cluster Information ............................................. 34

Acknowledgments

The components of this instructional framework were reviewed by the following business panel team members:
The following teachers served on the Curriculum Development team:

Michael Gettings, Instructional Specialist, Visual Arts, Curriculum and Instruction Department, Chesterfield County Public Schools
Katie Lamb, Washington County Career and Technical Education Center, Washington County Public Schools
Susan M. Maguire, Norfolk Technical Center, Norfolk Public Schools
Claudia Garris McMillan, Randolph-Henry High School, Charlotte County Public Schools
Alyson G. Napier, Nottoway High School, Nottoway County Public Schools
Kelly B. Showalter, Blacksburg High School, Montgomery County Public Schools

The framework was edited and produced by the CTE Resource Center:

Kevin P. Reilly, Administrative Coordinator
Taylor B. Mooney, Writer/Editor

J. Anthony Williams, Specialist, Trade and Industrial Education and Related Clusters
Office of Career and Technical Education Services
Virginia Department of Education

B. Anne Rowe, CTE Career Cluster Coordinator
Office of Career and Technical Education Services
Virginia Department of Education

Lolita B. Hall, Director
Office of Career and Technical Education Services
Virginia Department of Education

Copyright © 2015

Course Description

Suggested Grade Level: 10 or 11

Students explore the skills and principles involved in the development and function of advertising and the production process. In their course of study, students apply aesthetic theories and technical skills to graphic design objectives. Elements covered include principles of design and illustration, typography, photography, computer graphics, and pre-press theory.
## Task Essentials Table

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
- Tasks/competencies designated by minus icons (➖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8570</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
</table>

### Practicing Lab Safety and Maintenance

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>🔄</td>
<td>Comply with safety and ergonomic precautions associated with computer use.</td>
</tr>
<tr>
<td>40</td>
<td>🔄</td>
<td>Maintain instruments and equipment.</td>
</tr>
<tr>
<td>41</td>
<td>〇</td>
<td>Demonstrate safe use of cutting devices.</td>
</tr>
</tbody>
</table>

### Examining Advertising Design

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>🔄</td>
<td>Describe the advertising design industry.</td>
</tr>
<tr>
<td>43</td>
<td>🔄</td>
<td>Identify occupations in the advertising design industry.</td>
</tr>
<tr>
<td>44</td>
<td>🔄</td>
<td>Identify ways in which historical developments in advertising design have influenced the industry.</td>
</tr>
<tr>
<td>45</td>
<td>🔄</td>
<td>Assess characteristics of professionalism.</td>
</tr>
</tbody>
</table>

### Demonstrating Fundamental Skills and Techniques

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>〇</td>
<td>Prepare artwork for display or to present to a client.</td>
</tr>
<tr>
<td>47</td>
<td>🔄</td>
<td>Prepare paperwork and files.</td>
</tr>
<tr>
<td>48</td>
<td>🔄</td>
<td>Develop a plan to purchase equipment and supplies.</td>
</tr>
</tbody>
</table>

### Exploring Elements and Principles of Design

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>🔄</td>
<td>Identify elements of design and their application.</td>
</tr>
<tr>
<td>50</td>
<td>🔄</td>
<td>Identify principles of design and their application.</td>
</tr>
<tr>
<td>51</td>
<td>🔄</td>
<td>Research color theory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>52</td>
<td>☑</td>
<td>Define design aesthetics.</td>
</tr>
<tr>
<td>Applying Illustration Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>☑</td>
<td>Complete perspective drawings digitally.</td>
</tr>
<tr>
<td>54</td>
<td>☑</td>
<td>Execute shading techniques freehand or digitally.</td>
</tr>
<tr>
<td>Working with Typography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>Apply hand lettering.</td>
</tr>
<tr>
<td>56</td>
<td>☑</td>
<td>Select appropriate typestyle.</td>
</tr>
<tr>
<td>57</td>
<td>☑</td>
<td>Research methods of measuring and sizing type.</td>
</tr>
<tr>
<td>Designing an Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>☑</td>
<td>Gather information pertinent to a design objective.</td>
</tr>
<tr>
<td>59</td>
<td>☑</td>
<td>Draw thumbnail sketches digitally.</td>
</tr>
<tr>
<td>60</td>
<td>☑</td>
<td>Develop an initial concept.</td>
</tr>
<tr>
<td>Printing an Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>☑</td>
<td>Identify technical aspects of photo and illustration reproduction.</td>
</tr>
<tr>
<td>62</td>
<td>☑</td>
<td>Research pre-press theory.</td>
</tr>
<tr>
<td>63</td>
<td>☑</td>
<td>Differentiate between printing processes.</td>
</tr>
<tr>
<td>64</td>
<td>☑</td>
<td>Explain the significance of portable document format (PDF) as it pertains to the printing and graphic communications industry.</td>
</tr>
<tr>
<td>Applying Design Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>☑</td>
<td>Design an image to send to a professional for screen printing.</td>
</tr>
<tr>
<td>66</td>
<td>☑</td>
<td>Prepare a corporate identity package.</td>
</tr>
<tr>
<td>67</td>
<td>☑</td>
<td>Design posters.</td>
</tr>
<tr>
<td>68</td>
<td>☑</td>
<td>Design billboard/outdoor displays.</td>
</tr>
<tr>
<td>Practicing Photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>☑</td>
<td>Identify characteristics and operation of cameras.</td>
</tr>
<tr>
<td>Task</td>
<td>Skill</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Practice principles of photography.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Applying Computer Skills</strong></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Demonstrate basic computer skills.</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Demonstrate photo-manipulation skills.</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Compose computer illustrations.</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Demonstrate management of electronic images.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Developing Employability Skills</strong></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Prepare a résumé.</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Prepare a cover letter.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Prepare a portfolio.</td>
<td></td>
</tr>
</tbody>
</table>

Legend: ✤ Essential ○ Non-essential ⏰ Omitted

---

**Curriculum Framework**

---

**Practicing Lab Safety and Maintenance**

---

**Task Number 39**

**Comply with safety and ergonomic precautions associated with computer use.**

**Definition**

Compliance should include appropriate application/utilization of computer-related items that ensure personal and equipment safety, such as

- surge protectors
- antistatic mats and pads
- power plugs, especially raised floor outlets
• virus protection software
• electrical cords and wiring, including proper placement
• computer components and equipment, including ergonomically correct setup and operation.

Process/Skill Questions

• What ergonomic considerations should be taken when assembling a computer workstation?
• What are some consequences of not using a surge protector?
• How can extended use of a workstation that does not meet ergonomic standards affect a user?

Common Career Technical Core

AR2
Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

AR3
Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Task Number 40

Maintain instruments and equipment.

Definition

Maintenance of equipment and surfaces should include

• regular cleaning
• use of protective coverings
• proper storage
• routine check of settings and connections
• scheduled backup of data
• use of utilities and virus-protection software.

Process/Skill Questions

• What are the consequences of neglecting to follow a regular maintenance schedule?
• Why is it important to back up data on a regular basis?
• What is the proper method of cleaning cutting equipment?
• How might cutting instruments be used so that their blades remain sharp longer?
Task Number 41

Demonstrate safe use of cutting devices.

Definition

Demonstration should include

- listing safety hazards associated with the use of cutting devices (e.g., utility knives, paper cutters)
- proper handling of various cutting devices.

Process/Skill Questions

- What are some cutting devices essential to the advertising design industry?
- What are some of the hazards associated with the improper use of various cutting devices?
- When might it be necessary to use a utility knife or paper cutter?

Examining Advertising Design

Task Number 42

Describe the advertising design industry.

Definition

Description should include the concept of visually communicating a product or service to a defined market, as specified by a client. Description may also include marketing concepts, branding, identity design, design techniques, choice of media, and client relations.

Process/Skill Questions

- What methods are used to determine the target market?
- Why is frequent communication with the client important?
- What are the various forms of media that are available to graphic designers?
• What factors (e.g., related to client, audience) affect the choice of medium for the intended message?

Common Career Technical Core

AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

AR1
Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

AR4
Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Task Number 43

Identify occupations in the advertising design industry.

Definition

Identification should include occupations for workers with varying levels of experience, such as

• production artist (entry level)
• graphic designer
• copywriter
• art director
• creative director
• account executive
• photographer’s assistant (entry level)
• photographer
• animator/multimedia artist
• Web designer
• video production specialist
• illustrator
• industrial designer.

Process/Skill Questions

• What are some entry-level positions in the advertising design industry?
• How would you compare and contrast the job descriptions of a graphic designer and an illustrator?
• What types of businesses and industries would require the services of a graphic designer?

Common Career Technical Core

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Task Number 44

Identify ways in which historical developments in advertising design have influenced the industry.

Definition

Identification should include milestones beginning with Gutenberg and the printing press and continuing through today’s electronic media. Aspects should include the technical, cultural, and stylistic evolution of the industry.

Process/Skill Questions

• How did Gutenberg’s movable type system change media and culture?
• How does culture influence design and visual communication?
• How has the Internet changed advertising?
• How have technological advances in color copiers changed the printing industry? How have these advances affected the choices a graphic designer can make?

Common Career Technical Core

AR-VIS1
Describe the history and evolution of the visual arts and its role in and impact on society.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Task Number 45

Assess characteristics of professionalism.
Definition

Assessment should include the identification of traits desirable in a professional and an examination of the benefits of possessing those traits. The following characteristics (and others) should be examined:

- Appearance
- Punctuality
- Time management
- Respect for the client
- Adherence to copyright laws
- Cooperative relationships with coworkers

Process/Skill Questions

- How might you handle a situation in which a client asks you to do something unethical?
- What are the consequences of failure to follow sound time-management practices?
- What resources may be consulted to learn about copyright laws?
- How would you describe appropriate workplace attire?

Common Career Technical Core

AR4
Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Demonstrating Fundamental Skills and Techniques

Task Number 46

Prepare artwork for display or to present to a client.

Definition
Preparation may include the use of adhesives such as rubber cement, glue sticks, spray mount, white glue, photo corners, and dry-mount sheets to bond or place printed boards, papers, and photographs on surfaces.

**Process/Skill Questions**

- How do you determine the best way to display your art?
- Why would you choose a nonadhesive method over an adhesive one for presenting your work?
- When would you use spray mount, and what precautions should be taken?
- When would you use petroleum-based adhesives, and what precautions should be taken?
- When would you use dry mount?
- What are some effective uses of mat board to display photographs?
- When would you use linen tape?
- When would it be important to use acid-free supplies for storage and/or mounting?

**Common Career Technical Core**

**AR-VIS3**
Analyze and create two and three-dimensional visual art forms using various media.

**Task Number 47**

**Prepare paperwork and files.**

**Definition**

Preparation of paperwork and files is a means of documenting work-related activity and may include

- job tracking
- time sheets tracking billable hours, to include preproduction and spec work
- purchases and supply lists
- quotes/proposals
- invoices for consumables.

**Process/Skill Questions**

- What are some methods that ensure billable hours are tracked consistently?
- What tools are available to assist in the preparation and maintenance of paperwork?
- What are the consequences of failure to consistently maintain documentation of work-related activity?
- Who is responsible for billing a client?
- What is the best way to compile and present paperwork for your client?
Common Career Technical Core

AR4
Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

Task Number 48

Develop a plan to purchase equipment and supplies.

Definition
Development of a purchase plan should include selecting equipment and supplies that meet the needs of the studio, while staying within the budget.

Process/Skill Questions

- What equipment and supplies are vital to the operation of a design studio?
- What decisions regarding computer operating systems and application software should be made prior to purchase?
- How would you compare software options in terms of their flexibility, ease of use, and ability to meet the studio’s needs?
- How would you differentiate between raster-graphic and vector-graphic software?
- How would you compare and contrast various Web-site editing software?
- How might business relationships with vendors enhance the purchasing process?
- What consumables must be purchased on a regular basis?
- Why would it be important to check with a variety of vendors for prices, discounts, and specials?
- What are the steps to follow when requesting bids from vendors?

Common Career Technical Core

AR1
Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Economics and Personal Finance Standards of Learning

EPF.10
The student will develop consumer skills by
a. examining basic economic concepts and their relation to product prices and consumer spending;
b. examining the effect of supply and demand on wages and prices;
c. describing the steps in making a purchase decision, including the roles of marginal benefit and marginal cost;
d. determining the consequences of conspicuous consumption;
e. describing common types of contracts and the implications of each;
f. demonstrating comparison-shopping skills;
g. maintaining a filing system for personal financial records;
h. examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace;
i. accessing reliable financial information from a variety of sources;
j. explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance; and
k. examining precautions for protecting identity and other personal information.

---

**Exploring Elements and Principles of Design**

**Task Number 49**

**Identify elements of design and their application.**

**Definition**

Identification should include elements such as line, color, value, shape, form, space, and texture and their roles in the creation of an effective design.

**Process/Skill Questions**

- How can color affect the entire composition?
- What are some methods of directing the viewer’s eye through a composition?
- How is the illusion of texture achieved in a two-dimensional surface?

**Common Career Technical Core**

**AR-VIS2**

Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Task Number 50

Identify principles of design and their application.

Definition

Identification should include elements such as balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity and their roles in the creation of an effective design.

Process/Skill Questions

• How does contrast add visual interest to an image?
• When presented with a wide variety of image components by a client, what are some challenges to creating unity?
• How might emphasis direct the viewer’s attention through the image? Why is it important to control movement of the eye through a design?
• What is the difference between symmetrical and asymmetrical balance, and how do you achieve each? What factors should be considered when choosing one over the other?

Common Career Technical Core

AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Task Number 51

Research color theory.

Definition

Research should include

• defining subtractive (CMYK) and additive (RGB) color models
• describing the effects of different colors on the client and consumer, emotion, and impulse
• identifying the relationship between colors (e.g., value, weight)
• describing the effective use of color families
• identifying the Pantone Matching System (PMS).

Process/Skill Questions

• When developing a message with a somber tone, what colors might be most effective?
• How can color be used to set a mood in a composition?
• How might color affect a consumer’s decision-making process?

Common Career Technical Core

AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Task Number 52

Define design aesthetics.

Definition

Definition should include how the integration of color theory, design elements, and design principles influences preferences for works of design or advertising.

Process/Skill Questions

• What criteria would you apply in making aesthetic judgements?
• How would you describe your preferences for works of design?
• How does the interaction between a user and an advertisement affect the preference for a work of design or advertising?
• How does culture influence what is considered aesthetically pleasing?

Common Career Technical Core

AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Applying Illustration Theory

Task Number 53

Complete perspective drawings digitally.

Definition
Completion of perspective drawings should include the use of

- horizon line and vanishing point
- one-, two-, and three-point perspective
- overlapping, value, size, position, and atmospheric perspective to enhance the illusion of depth.

**Process/Skill Questions**

- How is the vanishing point determined?
- How does an object's value change as it is moved forward or backward in a composition?

**Common Career Technical Core**

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

---

**Task Number 54**

**Execute shading techniques freehand or digitally.**

**Definition**

Execution of rendering techniques should include the use of methods such as stippling, crosshatching, directional lines, and graduated tones in freehand, digital contour, or gestural line drawings.

**Process/Skill Questions**

- How might one select a rendering technique for an illustration?
- What are the reproduction qualities of various rendering techniques?

**Common Career Technical Core**

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

---

**Working with Typography**
Task Number 55

Apply hand lettering.

Definition

Application should include choosing the appropriate type size, style, and spacing to visually communicate the desired message that requires an understanding of letterforms of different typestyles, spacing requirements, and sizing issues.

Process/Skill Questions

- How do you determine the appropriate size, style, and spacing for the desired message?
- What are some methods for transferring type?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Task Number 56

Select appropriate typestyle.

Definition

Selection should include consideration of various issues to determine a style that is technically and aesthetically appropriate for the assignment.

Process/Skill Questions

- How might a typestyle enhance or hinder the readability of a design piece in print? In electronic media?
- What style fonts are best suited for body text?
- How does type selection affect the mood of a design?
- What are the differences in text weight between a headline and body text? What are the differences in point size?
- What are the differences between serif and sans-serif fonts and their design applications?
- How does letter size and spacing affect the visual impact of text?

Common Career Technical Core
AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.
AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Task Number 57

Research methods of measuring and sizing type.

Definition

Research should include topics such as

- the origin of the point unit and how it is used to measure type
- comparison of point, em, and pixel as a means of sizing text
- rules for determining leading (and the relation of x-height to leading)
- concept of tracking (or kerning).

Process/Skill Questions

- What is the relationship between x-height and leading?
- How was the point size of a letter originally determined?
- How is tracking used to improve legibility?
- What is the importance of the style and size of type in a logo?

Common Career Technical Core

AR-VIS1
Describe the history and evolution of the visual arts and its role in and impact on society.
AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Designing an Advertisement

Task Number 58

Gather information pertinent to a design objective.
Definition

Gathering information should include interviewing the client and determining intent, competitor issues, target audience, media, budget, and timetable.

Process/Skill Questions

- How is the media determined?
- How is the message determined?
- How is the client’s input incorporated into the design process?
- What factors need to be addressed in order to appeal to the target audience?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Task Number 59

Draw thumbnail sketches digitally.

Definition

Drawing thumbnail sketches should include

- gathering ideas and concepts through the use of idea-generating processes
- using research and brainstorming skills to narrow the design choices (e.g., determining format, proportions)
- using digital tools to start the design process.

Process/Skill Questions

- Why is it important to develop a variety of ideas rather than variations on one design?
- What are the consequences of failing to consider proportions when designing in the initial stages?
- What is meant by the term *Frankensteining*?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.
Task Number 60

Develop an initial concept.

Definition

Development of an initial concept should include

- expanding upon an idea generated in thumbnail sketches
- identifying photography and copy needed to develop the final product
- utilizing software for photo manipulation, layout, and/or digital illustration
- preparing a digital file.

Process/Skill Questions

- How does a thumbnail sketch evolve into a rough drawing?
- What decisions regarding the finished product are made while developing the initial concept?
- What are the consequences of failing to work out proportions early in the design process?
- What collaboration is needed within a design team?
- What role does the client have in the design process?
- How would you select and use software for photo editing? Layout? Illustration?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Printing an Advertisement

Task Number 61

Identify technical aspects of photo and illustration reproduction.

Definition

Identification should include
usage of dots per inch and lines per inch
- determination of proper resolution
- line copy, half tone, and color separation as methods of reproducing line art
- continuous-tone photography
- color photography or illustrations.

**Process/Skill Questions**

- When is it appropriate to use a duotone?
- Why must a screen be used for continuous-tone images?
- How does the output determine the proper resolution for photo and illustration reproduction?

**Common Career Technical Core**

**AR6**
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

---

**Task Number 62**

**Research pre-press theory.**

**Definition**

Research should include identifying the technical requirements for reproducing artwork for a printing press, including preflight and packaging of computer-generated documents for print reproduction.

**Process/Skill Questions**

- Why are printer marks important?
- Why is it important to check the link status of images in a document before packaging?
- How do the preflight and packaging features in software applications simplify the designer’s job?

**Common Career Technical Core**

**AR-VIS1**
Describe the history and evolution of the visual arts and its role in and impact on society.

**AR6**
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Task Number 63

Differentiate between printing processes.

Definition

Differentiation should include the benefits and drawbacks of the following processes and products:

- Offset lithography
- Gravure
- Letterpress
- Screen printing
- Flexography
- Large-format inkjet printing
- Digital printing
- Cut vinyl signage

Process/Skill Questions

- How has large-format inkjet printing changed the outdoor advertising industry?
- What are the differences among offset lithography, gravure, and letterpress?
- What are the uses of screen printing? Of flexography?
- How have technological advances in copiers affected the offset printing industry in cost and efficiency? How have advances affected the production of pre-press graphics?

Common Career Technical Core

AR-VIS1
Describe the history and evolution of the visual arts and its role in and impact on society.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Task Number 64

Explain the significance of portable document format (PDF) as it pertains to the printing and graphic communications industry.

Definition
Explanation should include a definition of PDF and the concept of PDF as the current industry standard for document sharing.

**Process/Skill Questions**

- Why would a print professional want to save a file as a PDF?
- What is the difference among the basic kinds of PDFs (e.g., smallest file format, standard format, press quality, print quality)? How is this difference important in the work flow?
- What is the difference between a scanned and a native PDF?

**Common Career Technical Core**

**AR6**
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

---

**Applying Design Skills**

**Task Number 65**

**Design an image to send to a professional for screen printing.**

**Definition**

Designing for screen print should include keeping color separation in mind and keeping the number of colors to a minimum.

**Process/Skill Questions**

- What are some of the challenges concerning registration in screen printing?
- What does the term *close register* mean, and why is it important?
- How can the screen process reproduce a continuous-color image?
- What are common characteristics of a screen-printed image?
- How do you convert/export an image so that it can be opened on any computer?

**Common Career Technical Core**

**AR-VIS3**
Analyze and create two and three-dimensional visual art forms using various media.
Task Number 66

Prepare a corporate identity package.

Definition

Preparation should include starting with a logo and conveying a coordinated comprehensive corporate message by creating several products, such as a style manual, signage, and corporate stationery.

Process/Skill Questions

- What is branding, and why is it important to a corporation?
- Should a logo be designed for the long term or short term? Explain.
- What are the long-term considerations when designing a corporate identity package?
- How can you ensure a logo is effective in black and white as well as color?
- How does the style manual fit into the development of a corporate identity package and further use of the corporate logo and identity?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Task Number 67

Design posters.

Definition

Design should include conveying a message to promote a product in poster format, following style requirements.

Process/Skill Questions

- What aesthetic issues are specific to poster design?
- What are common characteristics of effective posters?
- What guidelines should be followed when selecting paper and ink for posters?
- How does the intended audience help determine the design of a poster?
Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Task Number 68

Design billboard/outdoor displays.

Definition
Design should be large-scale and promote a product through a simple message visible from a moving vehicle.

Process/Skill Questions

- What printing process is used to produce billboards?
- Why does a billboard message need to be simple?
- What makes a billboard effective?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

Practicing Photography

Task Number 69

Identify characteristics and operation of cameras.

Definition
Identification should include

- digital resolution (pixels)
- storage capacity
- zoom features
- manual and automatic features
• portability
• versatility
• interchangeable lenses
• camera movements.

Process/Skill Questions

• When using a digital camera, what decisions regarding pixels and resolution are necessary?
• What are the benefits and limitations of digital cameras?

Common Career Technical Core

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Task Number 70

Practice principles of photography.

Definition

Practice should include

• creating images based on specific elements and principles of design
• evaluating images, using the elements and principles of design
• using the rule of thirds to create an image
• using shallow or wide depth of field to create an image.

Process/Skill Questions

• How would you describe the rule of thirds?
• How can a composition go beyond what is obvious?
• Why is it necessary to fill the frame in a photograph?

Common Career Technical Core

AR-VIS2
Analyze how the application of visual arts elements and principles of design communicate and express ideas.

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.
Applying Computer Skills

Task Number 71

Demonstrate basic computer skills.

Definition

Demonstration should include

- booting, accessing, and exiting an operating system
- inputting data and commands, using peripherals
- using file- and disk-management techniques, such as copy, move, store, rename, retrieve, save, delete, and create/manipulate directories
- accessing and exiting software
- determining available memory and disk space
- creating backups
- applying basic troubleshooting and maintenance skills.

Process/Skill Questions

- What types of computer skills are needed for an entry-level position in advertising design?
- In what situations is it necessary to account for file size?
- How often should one back up files and directories?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Task Number 72

Demonstrate photo-manipulation skills.

Definition
Demonstration may include

- altering digital images using industry-standard software
- combining images into a montage
- using computer components related to imaging
- using scanners, card readers, digital cameras
- determining use of image, resolution, and file size.

Process/Skill Questions

- How can image-editing software be used to correct an image?
- How does the resolution affect the image?
- What software features can you use to enhance an image?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Task Number 73

Compose computer illustrations.

Definition

Composition should include using computer software to create drawings.

Process/Skill Questions

- What types of computer peripherals are available to computer illustrators?
- What tools are common to all illustration software applications?
- What are the benefits and limitations of computer illustrations, when compared to freehand drawings?

Common Career Technical Core

AR-VIS3
Analyze and create two and three-dimensional visual art forms using various media.

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Task Number 74

Demonstrate management of electronic images.

Definition

Demonstration should include creating, saving, modifying, storing, and deleting electronic images.

Process/Skill Questions

- What are some methods for backing up and restoring electronic images?
- What issues should be addressed when storing electronic images?
- What are some common means of acquiring clip art?
- What devices can be used for storing images, and what are the benefits of each?

Common Career Technical Core

AR6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Developing Employability Skills

Task Number 75

Prepare a résumé.

Definition

Preparation of a résumé should include

- objective
- educational background
- work history
- honors and awards
- membership in club and/or community activities, leadership positions held, and community service performed
Students should demonstrate how to convert a résumé that was created in a word processing application into ASCII or plain-text format with line breaks so it can be posted on the Internet, placed into an employer’s résumé bank on a company Web site, or scanned by an OCR scanner. Students should be encouraged to keep a résumé current and updated to reflect experience and education, even if they are not currently involved in a job search.

Process/Skill Questions

- What information needs to be included on a résumé?
- What are some characteristics of effective résumés?
- How might a student prepare an effective résumé despite little work experience?
- Why is it important to maintain a résumé even when not looking for a job?
- When is it important to include references on a résumé? Why?

Common Career Technical Core

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Task Number 76

Prepare a cover letter.

Definition

Preparation of a cover letter should include

- appropriate business-letter format
- three or four short paragraphs emphasizing salient points in the résumé
- indication that the writer knows something about the company
- indication of whether the job search is confidential and why the applicant is seeking employment at this business
- ability to properly address the letter to an appropriate individual at the business.

Process/Skill Questions

- What is the purpose of a cover letter?
- How can a cover letter enhance the résumé?
- Is it acceptable to use an e-mail message as a cover letter? Why, or why not?
- Why is it important to send a cover letter and résumé in the format preferred by the employer?
Common Career Technical Core

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Task Number 77

Prepare a portfolio.

Definition

Preparation of a portfolio should include a combination of electronic and non-electronic documents representative of the student’s qualifications and accomplishments. Selected documents should reflect the student’s knowledge, skills, and ability. The portfolio should contain a résumé and be assembled in a digital as well as hard-copy version.

Process/Skill Questions

- What documents should a portfolio contain?
- How might a well-maintained portfolio benefit a student when applying for a job?
- How can electronic files be incorporated into a portfolio?
- Why is it important to assemble both a digital and hard-copy version when preparing a portfolio?
- Why is a portfolio advantageous to an employer?

Common Career Technical Core

AR5
Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Comply with safety and ergonomic precautions associated with computer use.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>40</td>
<td>Maintain instruments and equipment.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Demonstrate safe use of cutting devices.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Describe the advertising design industry.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Identify occupations in the advertising design industry.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>44</td>
<td>Identify ways in which historical developments in advertising design have influenced the industry.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Courses</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>45</td>
<td>Assess characteristics of professionalism.</td>
<td>History and Social Science: VUS.14, WHII.13, WHII.14</td>
</tr>
<tr>
<td>46</td>
<td>Prepare artwork for display or to present to a client.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>47</td>
<td>Prepare paperwork and files.</td>
<td>English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7</td>
</tr>
<tr>
<td>48</td>
<td>Develop a plan to purchase equipment and supplies.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Identify elements of design and their application.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Identify principles of design and their application.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Research color theory.</td>
<td>English: 10.3, 10.8, 11.3, 11.8</td>
</tr>
<tr>
<td>52</td>
<td>Define design aesthetics.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Complete perspective drawings digitally.</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Execute shading techniques freehand or digitally.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Apply hand lettering.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Select appropriate typestyle.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Research methods of measuring and sizing type.</td>
<td>English: 10.8, 11.8</td>
</tr>
<tr>
<td>58</td>
<td>Gather information pertinent to a design objective.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Draw thumbnail sketches digitally.</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Develop an initial concept.</td>
<td>English: 10.2, 10.5, 11.2, 11.5</td>
</tr>
<tr>
<td>61</td>
<td>Identify technical aspects of photo and illustration reproduction.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Research pre-press theory.</td>
<td>English: 10.8</td>
</tr>
<tr>
<td>63</td>
<td>Differentiate between printing processes.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>64</td>
<td>Explain the significance of portable document format (PDF) as it pertains to the printing and graphic communications industry.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>65</td>
<td>Design an image to send to a professional for screen printing.</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Prepare a corporate identity package.</td>
<td>English: 10.1, 10.2, 10.5, 10.6, 10.7, 11.1, 11.2, 11.5, 11.6, 11.7</td>
</tr>
<tr>
<td>67</td>
<td>Design posters.</td>
<td>English: 10.2, 11.2</td>
</tr>
<tr>
<td>68</td>
<td>Design billboard/outdoor displays.</td>
<td>English: 10.2, 10.6, 10.7, 11.2, 11.6</td>
</tr>
<tr>
<td>69</td>
<td>Identify characteristics and operation of cameras.</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Practice principles of photography.</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Demonstrate basic computer skills.</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Demonstrate photo-manipulation skills.</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Compose computer illustrations.</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Demonstrate management of electronic images.</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Prepare a résumé.</td>
<td>English: 10.6, 10.7, 11.6, 11.7</td>
</tr>
<tr>
<td>76</td>
<td>Prepare a cover letter.</td>
<td>English: 10.6, 10.7, 11.6, 11.7</td>
</tr>
<tr>
<td>77</td>
<td>Prepare a portfolio.</td>
<td></td>
</tr>
</tbody>
</table>

## Transportation Career Modules

The following transportation career modules were correlated to this course in March 2012 as part of Careers in Transportation Curriculum Project funded by the US Department of Transportation. Modules include field-tested activities and lesson plans that require students to apply knowledge and skills learned in this course and may encourage students to explore related careers in the Transportation, Distribution, and Logistics Career Cluster.

Click on the link to access the [Careers in Transportation Curriculum Project](#) site and scroll down to search for modules by ID number and title.

Related Career Module(s):

ID#: SS611-202 Title: Different Bicycles for Different Needs

## Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Adobe Certified Associate (ACA) Examinations
- Advertising and Design Assessment
- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Desktop Publishing Certification - 3D Max Test
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Advertising Design II (8571/36 weeks, 280 hours)

Career Cluster: Arts, Audio/Video Technology and Communications

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism and Broadcasting</td>
<td>Art Director&lt;br&gt; Broadcast Technician&lt;br&gt; Editor&lt;br&gt; Program Director&lt;br&gt; Radio, TV Announcer&lt;br&gt; Radio, TV Reporter</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Commercial Photographer&lt;br&gt; Costume Designer&lt;br&gt; Fashion Designer&lt;br&gt; Fashion Illustrator&lt;br&gt; Graphic Designer&lt;br&gt; Illustrator&lt;br&gt; Interior Designer&lt;br&gt; Media Planner, Buyer&lt;br&gt; Multimedia Artist, Animator&lt;br&gt; Photographic Process Technician&lt;br&gt; Textile Designer</td>
</tr>
</tbody>
</table>