![Miami-Dade County Public Schools — giving our students the world](logo)

VISUAL ARTS EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
I Historical/Cultural/Social Context	1. Analyzes the history of visual technology (i.e. graphic design, display design, animation, special effects and editing. 2. Examines the designs of graphic artists and films of animators in relationship to historical, cultural and social content. 3. Analyzes the meaning of graphic designs and animation and special effects for content relevant to social and political environment. 4. Compares and contrasts visual technology cross-culturally.	A. Through the critique process, the student can use analytical vocabulary in verbal and written form to express his/her perception of specific designers of visual technology and analyze their historical contributions and cultural significance. B. Through the critique process the student can use analytical vocabulary in verbal and written form to compare and contrast the art of visual technology cross-culturally. C. Through the critique process the student can use analytical vocabulary in verbally and written form to analyze the role and function of the graphic designer and animator in different periods of times and in different cultures.
II Aesthetic and Critical Analysis	1. Applies the critique process of description, analysis, interpretation and judgement both orally and in written form. 2. Analyzes the elements of art and principles of design used to produce a graphic design or animated product. 3. Demonstrates appropriate vocabulary to analyze graphic design and animations. 4. Recognizes that graphic design is a global language and that lifestyles and different cultures affect the meaning of words and symbols. 5. Can differentiate between original works of art and the parody of those works.	A. Through the critique process the student can use analytical vocabulary in verbally and written form to formulate and defend artistic judgements about graphic design and animation. B. The student can assess cultural differences that affect the meanings of words and symbols. C. The student can evaluate the difference between the intention of designers in the creation of original works and the intentions of those who parody original works.

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III Product Development	1. Creates original graphic design and animation projects that integrate and explore the elements of art and principles of design. 2. Utilizes various strategies of research, critical analysis, and brain-storming to create ideas for effective graphic designs and animations. 3. Applies the typographic principles in the conceptualization and development of type and image motion graphics. 4. Synthesizes and refines the construction of visual information through the editing process. 5. Develops multiple solutions to a given problem by using advanced techniques in graphic design and animation. 6. Produces two and three-dimensional motion graphics and animations with an understanding of the relationship between sound, image, and movement. 7. Employs and explores various technological medial and techniques by experimenting and building on past learning experiences. 8. Produces a sketchbook journal focusing on visual thinking and drawing as communication tools for action and story. 9. Develops and manages a product by using problem solving skills that emphasizes both concept and execution. 10. Becomes proficient in various software applications displaying manipulation of the interface and techniques available to the creative process.	A. The student can produce a portfolio of a minimum of ten graphic design projects that reflect: 1. Effective use of the elements of art and principles of design. 2. Proper use of the typographic principles. 3. The development of multiple solutions to a given problem through the proper use of advance software and techniques. 4. Refined craftsmanship and editing of a final product to create a professional presentation. B. The student can create a sketchbook/ journal which demonstrates the use of strong visual thinking and drawing skills. C. The student can produce a minimum of five traditional and three dimensional animation projects which explore effective integration of sound, image, and movement. D. The student can produce five cinematic motion graphic projects demonstrating creative and effective manipulation of the software interface and techniques involving the typographic principles used in introductions, titles and credits for a film.

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IV Industry and Careers	1. Compiles research and examines career potentials in visual technology. 2. Applies the skills and qualities necessary for success in visual technology. 3. Analyzes the roles and hierarchy of each department in the production process by interacting with local design firms and animation studios. 4. Uses various tools (i.e. Internet, classified adds, yellow pages, industry directories/publications, clubs and organizations to locate career opportunities. 5. Explores continuing education programs at technical schools, art schools, colleges and universities that provide backgrounds for further training and accredited degrees.	A. The student can evaluate various careers in visual technology. B. The student can analyze the qualities and skills that graphic designers and animators need for careers in visual technology. C. The student can analyze continuing educational programs appropriate to various career opportunities in visual technology.
V Professional Growth & Development	1. Demonstrates intelligence and resourcefulness in completing projects and meeting deadlines. 2. Develops effective use of verbal and writing skills for the presentation of projects. 3. Develops his/her personal style and becomes proficient in several other major design and animation styles. 4. Demonstrates a positive attitude and work ethic. 5. Recognizes employability factors that contribute to professional success. 6. Develops a plan for personal goals and career applications. 7. Develops an artist statement. 8. Explores various resumé styles.	A. The student can responsibly manage and develop projects from beginning to completion. B. The student can articulate, write and visualize ideas while presenting his/her work to peers or prospective clients. C. The student can develop a professional philosophy that has an impact on career applications. D. The student can create a resume/portfolio package for future career opportunities.