VISUAL ARTS EDUCATION

Miami-Dade County Public Schools
giving our students the world

COMPONENT	OBJECTIVES	COMPETENCY
I Historical/Cultural/Social Context	1. Understands the historical development of visual technology (i.e. graphic design, display design, animation, special effects and editing). 2. Investigates noted graphic designers/animators post and present. 3. Compares and contrasts graphic designs and film animation nationally and internationally. 4. Recognizes the importance of graphic design and animation and how it reflects and influence society. 5. Demonstrates an awareness of new technologies for the processing of information and image making.	A. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine visual technology and it's historical, cultural and social significance. B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast how designers/animators use visual technology to express creative ideas and convey concepts. C. Though the critique process the student can use analytical vocabulary in verbal and written form to describe the role of the graphic designer and animators in society.
II Aesthetic and Critical Analysis	1. Applies the critique process of description, analysis, interpretation and judgement both orally and in written form. 2. Identifies and discusses elements of art and principals of design used to produce a graphic or animated product. 3. Uses appropriate vocabulary to identify various visual technologies. 4. Discriminates between art created for personal expression and art created for commercial communication.	A. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend artistic judgements about graphic design and animation. B. The student will be able to understand that the implication of intent and purpose affects the format and aesthetics of the final product. C. Through the critique process the student can evaluate the relationship of the final product to public interpretation.

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III Product Development	1. Uses the elements of art and principals of designs to create original graphics and animation.
	
	2. Understands the typographic principles used in the production of graphic design and animation.
	
	3. Demonstrates refined craftsmanship.
	
	4. Manipulates technology to formulate imagery for computer graphics and animation from observation, experience and imagination.
	
	5. Applies basic computer software to produce motion graphics for film titles and credits.
	
	6. Visualizes in two and three dimensions.
	
	7. Understands narrative and the sequencing of imaging and text.
	
	8. Uses appropriate terminology as it applies to visual technology .
	
	9. Demonstrates the proper use of tools, equipment and software.
	
	10. Writes, draws, and collects information in a sketchbook/journal.
	
	11. Demonstrates an understanding of visual communications, through the development of a product.
	
	12. Demonstrates problem solving skills both independently and cooperatively when working on a team project.
		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 principals of design.
		  2. Appropriate use of the typographic principles.
		  3. A variety of creative and original imagery.
		  4. Proper use of tools, equipment and software.
		  5. Refined craftsmanship.
		
		B. The student can create a sketchbook/ journal.
		
		C. The student can produce minimum of five flip book projects demonstrating traditional animation techniques.
		
		D. The student can produce five cinematic motion graphic projects demonstrating creative and effective use of introductions, titles and credits for film.

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IV Industry and Careers	1. Explores various careers in visual technology. 2. Understand the skills and qualities necessary for success in visual technology. 3. Visits local graphic design firms, animation studios and understand the function of each department in the production process. 4. Uses various tools (i.e. Internet classified adds, yellow pages, guide books, and organizations) to locate career opportunities in South Florida.	A. The student can assess various careers in visual technology. B. The student can analyze the qualities and skills that graphic designers and animators need for careers visual technology. C. The student can connect careers in visual technology to other relation industries. D. The student can assess South Florida as a job market.
V Professional Growth & Development	1. Develops his/her personal style in visual technology. 2. Demonstrates a positive attitude towards personal work and the work of others. 3. Is consistent and reliable in completing assignments and meeting deadlines. 4. Actively participates and/or attends art events, exhibits and programs. 5. Recognizes the effective use of visual technology in industry and everyday life. 6. Demonstrates a working knowledge of visual technology through portfolio, journal entries and presentations. 7. Explores and identifies with the personal goals and aspirations of designers and animators.	A. The student can take responsibility for projects from beginning to completions. B. The student can demonstrate personal commitment to the profession by sharing his/her abilities and/or participating in events, exhibits or programs. C. The student can develop a personal philosophy about visual communication. D. The student can formulate a plan for personal goals and career applications.