VISUAL ARTS EDUCATION

Miami-Dade County Public Schools
giving our students the world

COMPONENT	OBJECTIVES	COMPETENCY
I Historical/Cultural/Social Context	1. Analyzes the historical, cultural and social contributions of artists, graphic designers and animators. 2. Matches significant artists, graphic designers and animators to social, cultural, and historical events. 3. Explores cultures having a direct influence on the works of visual artists, graphic designers and animators. 4. Compares and contrasts art from various cultures.	A. The student can evaluate how knowledge, skills and attitudes gained from visual arts can be applied to visual technology. B. Through the critique process, the student can use analytical vocabulary in verbal and written form to examine the impact of visual art and visual technology on history. C. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast how social and cultural climate and historical events have influenced the works of artists, designers and animators.
II Aesthetic and Critical Analysis	1. Examines how artists use formal qualities in artwork and discusses what the artists' creative thoughts and intentions might have been. 2. Evaluates how the elements of art and principles of design can be used to express personal meaning. 3. Compares and contrasts ways that visual technology conveys feelings and ideas. 4. Identifies and examines the techniques and media of various artists, designers, and animators. 5. Analyzes their own use of media, elements and principles of design and their function in creating personal expression.	A. Through the critique process, the student can use analytical vocabulary in verbal and written from to examine how art qualities and subject matter function together to give work its own expressive content. B. Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend judgement about formal qualities, content, and methods used in selected works. C. The student can use research and contextual information to support responses to works of graphic designers and animators.

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III Product Development	1. Creates original graphic design and animation projects that integrate and effectively convey the elements of art and principles of design. 2. Synthesizes and refines the construction and organization of visual information through the editing process. 3. Examines and manipulates the typographic principles in the conceptualization and development of type and image motion graphics. 4. Develops compelling storyboards by synthesizing research with advanced character and scene design. 5. Designs two and three-dimensional motion graphics and animations with an understanding of the relationship between sound, image and movement. 6. Produces a sketchbook/journal focusing on critical thinking skills, advanced life drawings, and motion studies as communication tools for action and story. 7. Develops and manages a quality product by using problem solving skills that focus on both conceptual development and execution. 8. Demonstrates proficiency in various software applications displaying manipulation of the interface and techniques available to the creative process.	A. The student can produce a professional portfolio of twelve to twenty quality visual technology projects presented both traditionally and with the integration of an interactive, CD, DVD, or demo reel that demonstrates: 1. Effective use of the elements of art and principles of design. 2. Refined craftsmanship and editing of the final product to create a professional presentation. 3. Proper use and manipulation of the typographic principles used in titles, introductions, and credits for a film. 4. The development of compelling storyboards and advanced skills in model building, animation color and lighting. 5. A thorough understanding of the relationship between sound, image and movement. 6. Mastery of a software interface and application of advanced tools and techniques. B. The student can create a sketchbook journal which focuses on critical thinking skills, advanced life drawings, and motion study skills.
IV Industry and Careers	1. Utilizes research and makes personal decisions regarding appropriate careers in visual technology. 2. Applies skills and qualities necessary for success in visual technology. 3. Demonstrates a professional commitment to visual technology careers which is grounded in integrity, honesty and humility.	A. The student can evaluate and formulate a plan for artistic goals and career applications. B. The student can actively practice the professional qualities and advanced skills that are required for careers in visual technology.

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	4. Analyzes the roles and business practices of local design firms and animation studios. 5. Uses various tools (i.e. Internet, classified adds, yellow pages, industry directories, publications, clubs, organizations) to locate and pursue career opportunities. 6. Investigates continuing education programs at technical schools, art schools, colleges and university that provide background for further training and accredited degrees.	C. The student can prepare proposals and compose contracts appropriate to visual technology. D. The student can prioritize and assess current career opportunities in South Florida and major domestic markets. E. The student can analyze and assess continuing educational programs appropriate to his/her own career opportunity in visual technology.
V Professional Growth & Development	1. Demonstrates intelligence and resourcefulness in managing and completing quality projects while meeting deadlines. 2. Develops dynamic use of verbal and writing skills for the professional presentation of projects. 3. Establishes his/her personal style and demonstrates proficiency in several other major design and animation styles. 4. Supports a positive attitude and values work ethic. 5. Incorporates employability factors contributing to professional success into self marketability. 6. Develops an artist statement which conveys both creative and business savvy. 7. Originates a professional resume style. 8. Develops and employs a business plan for personal goals and career applications.	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 design a resume/portfolio interactive package in a traditional as well as digital form for the promotion of future career opportunities.