south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

CTE Standards Unpacking
Visual Communication

Course: Visual Communication
Course Description: Visual Communications examines the topics of theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration and interactive media. Introduction is presented regarding how and why professionals in the field of visual communication create meaning and context through their work. Students explore the language of visual communication, how communication is influenced by form, content and context.
Career Cluster: Arts, Audio-Visual Technology and Communications
Prerequisites: Intro to Arts/AV and Communications
Program of Study Application: Visual Communications is a Level I Pathway Course in the Arts, Audio-Visual Technology & Communications career cluster. Visual Communications will prepare a student to enter a Level II pathway course in any of the Arts, A/V Tech & Communications pathways.

INDICATOR #VC 1: Explore careers in the Commercial Visual Arts		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Demonstrate knowledge of the jobs available in the visual communications industry		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Examine and critique what makes a professional portfolio		
Knowledge (Factual): -Career Opportunities available in commercial visual arts. -Components of a professional portfolio.	**Understand (Conceptual):** -Importance of components of a professional portfolio.	**Do (Application):** -Research career opportunities. -Complete professional portfolio.

Benchmarks:
Students will be assessed on their ability to:
- Evaluate the components of a professional portfolio.
- Presentation about a career in commercial visual arts.
- Interview a person in the commercial visual arts career.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
SL.1. Initiate and participate effectively in a range of collaborative discussions	-Evaluate components of a portfolio
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research careers in profession

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INDICATOR #VC 2: Apply Elements of Art and Principles of Design

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Explore the Elements of Art and how they are applied in Visual Communications

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Explore the Principles of Design and how they are applied in Visual Communications

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Elements of art. -Principles of design.	-How elements and principles impact the outcome or overall expression in the creation of art.	-Apply elements and principles of design to a product. -Create a product or work of art that synthesizes elements of design and principles of art.

Benchmarks:
Students will be assessed on their ability to:
- Use the elements and principles of design to create a work of art.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Determine elements and principle of design in visual arts
SL.1. Initiate and participate effectively in a range of collaborative discussions	-Discuss use of elements and principles in art design

INDICATOR #VC 3: Effectively Use Typography		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Understand the use and application of typography in visual communication		
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Identify common terminology used in typography		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Typography and related vocabulary -Characteristics of type. -Parts of a glyph.	-Impact of typography on visual communication.	-Create a Font. -Classify fonts according to commonalities in the glyphs. -Evaluate effective use of fonts.

Benchmarks:
Students will be assessed on their ability to:
- Categorize Fonts, and identify characteristics of type.
- Label parts of a glyph.
- Identify types of fonts in a work or publication.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-Use correct terminology to identify characteristics of fonts

INDICATOR #VC 4: Utilize Methods and Materials used in Visual Communications		
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Explore methods used in 2D/3D Visual Communications		
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Explore materials used in 2D/3D Visual Communications		
SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Explore emerging techniques and technology in Visual Communications		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Identify a variety of methods used in 2D/3D visual communications. -Identify materials used in 2D/3D visual communications. -Identify technology and technology tools as a method and material for the creation of art. -Define 2D and 3D,	-Basic application of traditional and technology related methods of visual communication. -Understand difference between 2D and 3D in visual communication.	-Compare and contrast 2D and 3D visual communication. -Assess a variety of methods and materials used in 2D/3D visual communications. -Research emerging technologies in visual communication.

Benchmarks:
Students will be assessed on their ability to:
- Create a 2D or 3D product.
- Create a presentation providing information about a new or emerging technology being used in visual communication.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research new and emerging technology in visual communication
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	-Present findings of new and emerging technologies

INDICATOR #VC 5: Demonstrate Safe Practice and Ethics in Visual Communications		
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Demonstrate safe practices in a work environment		
SUB-INDICATOR 5.2 (Webb Level: 1 Recall): Define copyright and how it impacts visual communications		
SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Practice correct copyright usage		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Copyright and Fair Use Laws.	-Why laws exist to protect media and people.	-Identify resources available for copyrighted materials for creative commons, limited use, and commercial use for visual communication.
-Different types of copyrights.	-Consequences of media misuse.	
-Intellectual property.	-Protection of intellectual property.	

Benchmarks:

Students will be assessed on their ability to:
- Research and share examples of resources available that offer creative commons, limited use, and commercial use for visual communications.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research sources that could be used for visual communications
SL.1. Initiate and participate effectively in a range of collaborative discussions	-Discuss examples of resources

Additional Resources
http://libguides.bc.edu/copyright/bestpractices
http://www.wipo.int/about-ip/en/