

COMMERCIAL AND ADVERTISING ART

CIP Code 50.0402

This document is a Program of Study for Commercial and Advertising Art programs at the secondary level. This program of study is considered a framework, not a curriculum. From this framework educators may use this as a tool to provide structure for developing learning modules, unit plans, or daily lesson plans that meet the tasks or standards within the program of study. This program of study is based on research, experience, and many resources. The goal is to train a workforce that is skilled, knowledgeable, and able to meet the needs of the industry today and well into the future.

Graphic designers – or graphic artists – plan, analyze, and create visual solutions to communications problems. They find the most effective way to get messages across in print, electronic, and film media using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. Graphic designers develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. They also produce promotional displays, packaging, and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems – called environmental graphics – for business and government. An increasing number of graphic designers also develop material for Internet Web pages, interactive media, and multimedia projects. Graphic designers also may produce the credits that appear before and after television programs and movies.

The first step in developing a new design is to determine the needs of the client, the message the design should portray, and its appeal to customers or users. Graphic designers consider cognitive, cultural, physical, and social factors in planning and executing designs for the target audience. Designers gather relevant information by meeting with clients, creative or art directors, and by performing their own research. Identifying the needs of consumers is becoming increasingly important for graphic designers as they continue to develop corporate communication strategies in addition to creating designs and layouts.

Graphic designers prepare sketches or layouts – by hand or with the aid of a computer – to illustrate their vision for the design. They select colors, sound, artwork, photography, animation, style of type, and other visual elements for the design. Designers also select the size and arrangement of the different elements on the page or screen. They may create graphs and charts from data for use in publications, and they often consult with copywriters on any text that accompanies the design. Designers then present the completed design to their clients or art or creative director for approval. In printing and publishing firms, graphic designers also may assist the printers by selecting the type of paper and ink for the publication and reviewing the mock-up design for errors before final publication. Graphic designers use specialized computer software packages to help them create layouts and design elements and to program animated graphics.

Graphic designers sometimes supervise assistants who follow instructions to complete parts of the design process. Designers who run their own businesses also may devote a considerable time to developing new business contacts, choosing equipment, and performing administrative tasks, such as reviewing catalogues and ordering samples. The need for up-to-date computer and communications equipment is an ongoing consideration for graphic designers.

Working conditions and places of employment vary. Graphic designers employed by large advertising, publishing, or design firms generally work regular hours in well-lighted and comfortable settings. Designers in smaller design consulting firms and those who freelance generally work on a contract, or job, basis. They frequently adjust their workday to suit their clients' schedules and deadlines. Consultants and self-employed designers tend to work longer hours and in smaller, more congested, environments.

Designers may work in their own offices or studios or in clients' offices. Designers who are paid by the assignment are under pressure to please existing clients and to find new ones to maintain a steady income. All designers sometimes face frustration when their designs are rejected or when their work is not as creative as they wish. Graphic designers may work evenings or weekends to meet production schedules, especially in the printing and publishing industries where deadlines are shorter and more frequent.

A bachelor's or an associate degree in graphic design is usually required for a job as a graphic designer. Creativity, communication, and problem solving skills and familiarity with computer graphics and design software also are important. A bachelor's degree is required for most entry-level and advanced graphic design positions; although some entry-level technical positions may only require an associate degree. Bachelor's degree programs in fine arts or graphic design are offered at many colleges, universities, and private design schools. Most curriculums include studio art, principles of design, computerized design, commercial graphics production, printing techniques, and Web site design. In addition to design courses, a liberal arts education that includes courses in art history, writing, psychology, sociology, foreign languages and cultural studies, marketing, and business are useful in helping designers work effectively.

Associate degrees and certificates in graphic design also are available from 2-year and 3-year professional schools. These programs usually focus on the technical aspects of graphic design and include few liberal arts courses. Graduates of 2-year programs normally qualify as assistants to graphic designers or for positions requiring technical skills only. Individuals who wish to pursue a career in graphic design – and who already possess a bachelor's degree in another field – can complete a 2-year or 3-year program in graphic design to learn the technical requirements.

Increasingly, employers expect new graphic designers to be familiar with computer graphics and design software. Graphic designers must keep up with new and updated software, on their own or through software training programs.

In addition to postsecondary training in graphic design, creativity, communication, and problem-solving skills are crucial. Graphic designers must be creative and able to communicate their ideas visually, verbally, and in writing. They also must have an eye for details. Designers show employers these traits by putting together a portfolio – a collection of examples of a person's best work. A good portfolio often is the deciding factor in getting a job.

Because consumer tastes can change quickly, designers also need to be well read, open to new ideas and influences, and quick to react to changing trends. The ability to work independently and under pressure are equally important traits. People in this field need self-discipline to start projects on their own, to budget their time, and to meet deadlines and production schedules. Good business sense and sales ability also are important, especially for those who freelance or run their own firms.

Assumptions of This Program of Study

High-quality programs should meet the following standards:

- Promote **positive working relationships**
- Implement a **curriculum** that fosters all areas of skill development – cognitive, emotional, language, physical, and social
- Use developmentally, culturally, and linguistically appropriate and **effective teaching approaches**
- Provide **ongoing assessments** of student progress
- Employ and support qualified **teaching staff**
- Establish and maintain collaborative relationships **with families**
- Establish and maintain relationships and use resources of the **community**
- Provide a safe and healthy learning **environment**
- Implement strong program organization and supervision policies that result in **high-quality teaching and learning**
- Integrate academic skills and aptitudes necessary for gainful employment and promoting a foundation of **lifelong learning**

Academic Rigor

Research shows that career success requires the same level of college-prep courses as postsecondary success requires. The Department of Education's focus is to ensure that every student graduates prepared for college and a career. In order to be successful in this program of study, students should follow the academic sequence as determined by Pennsylvania's high school reform efforts.

Resources Used for This Program of Study

- MAVCC (Multistate Academic Vocational Curriculum Consortium)
<http://www.mavcc.org/>
- NOCTI (National Occupational Competency Testing Institute <http://www.nocti.org/>)
- O*NET <http://online.onetcenter.org/>
- Pennsylvania Approved Certifications for Industry-Recognized Certifications for Career and Technical Education Programs
http://www.portal.state.pa.us/portal/server.pt/community/instructional_resources/7392/industry-recognized_certifications_for_career_and_technical_education_programs/507887
- Pennsylvania Department of Labor & Industry High Priority Occupations
http://www.portal.state.pa.us/portal/server.pt/community/high_priority_occupations/12910
- VTECS (A Consortium of Innovative Career and Workforce Development Resources)
<http://www.vtecs.org/>

CIP Code

50.0402 COMMERCIAL AND ADVERTISING ART

Pennsylvania CIP

An instructional program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.

Integrate Academic Career Education and Work Standards for Student Success

As students participate in career exploration activities and rigorous studies from elementary grades through graduation, they learn to appreciate the relationship between their classroom learning and the skills needed within the workplace. The academic and workplace skills within the Academic Standards for Career Education and Work are expected to be addressed within classrooms and achieved by all students throughout Pennsylvania. No student should leave secondary education without a solid foundation in these Standards.

http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_education/8830/state_academic_standards/529102

CEW Standards Tool Kit for teachers to implement CEW Standards
www.pacareerstandards.com

Pennsylvania Approved Certifications

http://www.portal.state.pa.us/portal/server.pt/community/instructional_resources/7392/industry-recognized_certifications_for_career_and_technical_education_programs/507887

The Programs of Study Documents

- Crosswalk Template for Task Alignment (excel) – Commercial and Advertising Art – Instructions: Indicate the number code(s) of your school's program competency or competencies aligned to each program of study competency.
- Crosswalk Template for Task Alignment (pdf) – Commercial and Advertising Art – Instructions: Indicate the number code(s) of your school's program competency or competencies aligned to each program of study competency.
- Scope and Sequence Template (word) – Enter secondary technical Program of Study courses. Postsecondary courses will be determined when the Statewide Articulation Agreement for this Program of Study is complete.
- Scope and Sequence Template (pdf) – Enter secondary technical Program of Study courses. Postsecondary courses will be determined when the Statewide Articulation Agreement for this Program of Study is complete.
- PA Academic Standards/Eligible Content Alignment Task List (excel) – Commercial and Advertising Art – Crosswalk of PA Academic Standards/Eligible Content for Reading,

Writing, Speaking and Listening (RWSL), Math, and Science aligned to Program of Study Secondary Competency List.

- PA Academic Standards/Eligible Content Alignment Task List (pdf) – Commercial and Advertising Art – Crosswalk of PA Academic Standards/Eligible Content for Reading, Writing, Speaking and Listening (RWSL), Math, and Science aligned to Program of Study Secondary Competency List.

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