

ADVERTISING DESIGN (VIRTUAL)



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of advertising design.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with advertising design or commercial art as the occupational objective.

CLOTHING REQUIREMENT

Class E: Contest specific — Business Casual

- Official SkillsUSA white polo shirt.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black leather closed-toe dress shoes.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.
 - Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.

- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.
- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183. or 703-956-3723.

EQUIPMENT AND MATERIALS

Supplied by the contestant:

1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: www.speedtest.net. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant's work or presentation. However, the Proctor shall

- not serve as a judge nor have any influence on contestant scores.
4. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
 5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.
 6. Drawing tables and stools
 7. Illustration board and repro material
 8. Clip art and reference artwork (no outside clip art will be allowed)
 9. Computers of choice with RAM to run industry standard software; compatible monitor, keyboard and mouse; and external storage device and CD and/or jump drive/disk
 10. Software (Check Championships update annually at for announcement of software choice. Industry standard software packages include QuarkXpress, PageMaker, InDesign, PhotoShop, Illustrator and FreeHand. CorelDraw may be used if the aforementioned programs are not available)
 11. Competitors may bring a scanner to scan in their own illustrations, as well as draw and scan in hand-drawn work. A scanner is not required but may be used for this purpose alone. Use of a scanner will be strictly prohibited during the computer mechanical portion of the competition
 12. Assortment of graphite pencils
 13. Colored pencils and/or markers
 14. Fine-point black markers (e.g., Sharpie)
 15. Paper that is appropriate to the medium in which the student will be working (e.g., marker paper or visualizer pad)
 16. Triangle, compass or French curve as needed by student for drawing purposes
 17. A ruler at least 12" long

18. Small T square for drawing appropriately sized thumbnail or rough boxes
19. Pencil sharpener
20. Tape for securing paper to table if the student will be using a T square
21. Erasers
22. Students may bring with them whatever items they feel they need to visually express their creative ideas

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at updates.skillsusa.org.

SCOPE OF THE CONTEST

The contest is defined by industry standards as set by the current industry technical committee. The contest will be divided into three parts: general knowledge test, re-creation of a developed advertisement and a creative design challenge. The theme, size, product and number of colors for each of the skilled components will be standardized.

Knowledge Performance

The contest will include a written exam assessing general knowledge of advertising design. Definitions, file types, processes and procedures relevant to advertising design will be assessed. Written portions may also exist during the skills portion of the contest.

Skill Performance

The skill performance portion of the contest will be divided into two parts: design an existing advertisement and a design challenge.

Contest Guidelines

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this and the following sections. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will be perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition.

These changes will be posted on the SkillsUSA Championships contest update website at: <http://updates.skillsusa.org>.

1. The first part of the contest requires a redesign of an existing advertisement using contest-supplied software.
2. The second part of the contest is a creative section presenting contestants with a design challenge to complete in the time allotted. All three stages of the creative process must be followed: thumbnails, roughs and the comprehensive stage. Contestants will create their design solutions both by hand and on the computer.
3. The theme, size, product and number of colors will be standardized. Indication of headlines, body copy and logo art for the comprehensive may be lifted from the repro sheets supplied by the technical committee.
4. Contestants will not be allowed to use any reference materials that are not supplied by the technical committee.

Standards and Competencies

ADV 1.0 — Understand general advertising design industry terminology and concepts

- 1.1 Define, explain and describe various concepts related to typography, elements of design, digital images, artwork and the printing process

ADV 2.0 — Demonstrate mechanical skills by re-creating a given advertisement/design on the computer within a specified amount of time

- 2.1 Recall understanding and skills necessary to prepare art and copy for reproduction electronically
 - 2.1.1 Implement correct size and orientation of advertisement or design
- 2.2 Recall knowledge and appropriate use of industry standard hardware and software
 - 2.2.1 Implement correct size and placement of elements
 - 2.2.2 Implement correct use of typography
 - 2.2.3 Implement assignment of proper color to elements

ADV 3.0 — Administer creative skills by solving a graphic design problem relevant to the skill set required for the advertisement/design industry

- 3.1 Apply understanding and skills necessary to create a variety of thumbnails and ideas for a given design problem
 - 3.1.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
 - 3.1.2 Implement media (markers, color pencils, etc.) in the creation of thumbnails
 - 3.1.3 Demonstrate professional presentation and technical execution of thumbnails
- 3.2 Apply understanding and skills necessary to create roughs developed from thumbnails for the given design problem
 - 3.2.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
 - 3.2.2 Exhibit the development of ideas from the thumbnail stage
 - 3.2.3 Implement media (markers, color pencils, etc.) in the creation of roughs
 - 3.2.4 Demonstrate professional presentation and technical execution of roughs
- 3.3 Administer industry standard hardware and software in the creation of the comprehensive portion of the contest
 - 3.3.1 Implement correct size and format for the design of the comprehensive portion of the contest
 - 3.3.2 Exhibit the development of ideas from the rough stage
 - 3.3.3 Implement clip art, original art and designs in the creation of the comprehensive
 - 3.4.4 Demonstrate professional presentation and technical execution of the comprehensive

ADV 4.0 — Create an Adobe Acrobat PDF file of the creative and mechanical designs developed

- 4.1 Create an Adobe Acrobat PDF file of the creative design developed
- 4.2 Create an Adobe Acrobat PDF file of the mechanical design developed

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Solve multiple variable algebraic expressions.
- Measure angles.
- Find surface area and perimeter of two-dimensional objects.
- Find volume and surface area of three-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Solve problems using proportions, formulas and functions.
- Take measurements with a ruler.

Science Skills

None Identified

Language Arts Skills

- Analyze mass media messages.
- Demonstrate comprehension of a variety of informational texts.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate persuasive writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations.

- Algebra.
- Geometry.
- Measurement.
- Data analysis and probability.
- Problem-solving.
- Communication.
- Connections.
- Representation.

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

None Identified

Source: McREL Compendium of National Science Standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather,

evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts.

To view the standards, visit: www.ncte.org/standards.