

DACUM Research Chart for Applied Media Artist

DACUM Panel

Representing 219 years of technical experience

Geoffrey S. Beadle, Assistant Chair, Art Department
Edinboro University of Pennsylvania, Erie, PA

Janet Coyne, Instructor/Graphic Designer
Digital Graphic/Multi-Media Design Department
Tri-State Business Institute, Erie, PA

Frederick J. Dunn, Professional Free Lance Photographer
Suspended Moments Photography, Erie, PA

Mary Kay Geary, Owner and Artist
Geary's Studio 7 Gallery, Erie, PA

James Mallory, Graphic Design Instructor
Digital Graphic/Multi-Media Design Department
Tri-State Business Institute, Erie, PA

Chris Matheis, Director
Gannon University Press, Erie, PA

Larry Mays, President and Art Director
Mays Marketing Group, Erie, PA

Liz Swantek, Advertising Production Supervisor
Erie Times-News, Erie, PA

Danielle Wilbur, Art & Design Instructor (observer)
Erie County Technical School, Erie, PA

DACUM Facilitator

Jan Kennerknecht, Supervisor of Support Services
Erie County Technical School, Erie, PA

DACUM Recorder

Patti Heubel, Student Support Office Secretary
Erie County Technical School, Erie, PA



Developed by



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Duties		Tasks				
A	SAFETY	A-1 Operate media presentation equipment.	A-2 Demonstrate safe practices when using computer hardware and software.	A-3 Demonstrate safe practices when using and maintaining hand tools.	A-4 Demonstrate safe practices when using, storing, and disposing of paints, solvents, and chemicals.	A-5 Demonstrate safe cutting procedures.
		A-6 UTILIZE MSDS INFORMATION	A-7 PARTICIPATE IN SAFETY TRAININGS	A-8 MAINTAIN SAFE WORK STATION (e.g., GROUNDED WIRES)	A-9 MAINTAIN SAFE WORK EQUIPMENT	
B	HAND DRAWING AND ILLUSTRATION	B-1 Draw objects using linear perspective.	B-2 Draw basic geometric and organic forms showing texture and tone.	B-3 Create line art.	B-4 Apply anatomy concepts in drawing.	B-5 Draw from direct observation.
		B-6 Produce color illustrations using various media.	B-7 PRODUCE COLOR ILLUSTRATIONS USING VARIOUS MEDIUMS	B-8 CREATE COMPOSITIONAL THUMBNAILS	B-9 CREATE BLIND CONTOUR DRAWINGS	B-10 WORK WITH STYLISTIC MOTIFS
C	COLOR THEORY AND APPLICATION	C-1 Apply the basic structure of color (hue, intensity, saturation) to generate color solutions.	C-2 Apply appropriate color schemes to generate design solutions.	C-3 Identify and apply additive and subtractive color.	C-4 UTILIZE COLOR AND SPACE (SPATIAL ILLUSION)	C-5 EMPLOY COLOR CONVERSION BETWEEN SPACES
		C-6 CALIBRATE COLOR ACROSS MEDIA				
D	DIGITAL IMAGING	D-1 Demonstrate image scanning procedures.	D-2 Identify the properties of vector and raster images.	D-3 Demonstrate basic use of page layout software (e.g. Quark, InDesign).	D-4 Demonstrate intermediate use of page layout software (e.g. Quark, InDesign).	D-5 Demonstrate basic use of a vector-based drawing program (e.g. Illustrator).
		D-6 Demonstrate intermediate use of a vector-based drawing program (e.g. Illustrator).	D-7 Demonstrate basic use of image editing software (e.g. Photoshop).	D-8 Demonstrate intermediate use of image editing software (e.g. Photoshop).	D-9 Demonstrate use of input, output and storage devices.	D-10 Demonstrate the use of the Macintosh operating system.
		D-11 Demonstrate appropriate use of different file formats.	D-12 Organize and manage digital files.	D-13 PROTECT WORK UTILIZING COPYRIGHT LAWS	D-14 SAVE ARTWORK TO PDF/XPS FILES	D-15 PREP DIGITAL IMAGES FOR WEB

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Duties		Tasks				
E	DESIGN, LAYOUT AND PRODUCTION	D-16 PREP DIGITAL IMAGES FOR VIDEO	D-17 OPERATE ACROSS PLATFORMS AND WINDOWS OS	D-18 APPLY TECHNIQUES TO CONCEPTS		
		E-1 Research the history of advertising design.	E-2 Apply elements and principles of design.	E-3 Write a creative brief.	E-4 Produce thumbnails, roughs and comprehensive.	E-5 Design a logo (IN BLACK/WHITE, COLOR OR REDUCED SIZE)
		E-6 Create an identity package.	E-7 Demonstrate basic knowledge of printing processes.	E-8 Design promotional materials.	E-9 Prepare files for output (e.g., CORRECT FORMATS, BLEEDS)	E-10 Demonstrate knowledge of color separations.
		E-11 Demonstrate knowledge of printer's marks and measurements.	E-12 DESIGN WITHIN LIMITS (e.g., COLOR, BUDGET, TIME)	E-13 DESIGN FOR AUDIENCE	E-14 CREATE INFORMATIONAL CHARTS	E-15 CORRECT PHOTO CREDITS (e.g., RESOLUTION)
		E-16 PURCHASE PHOTOGRAPHS	E-17 CREDIT OTHER ARTISTS' WORK	E-18 OBTAIN QUOTES FROM VENDORS	E-19 PRODUCE ADS CONFORMING TO SPECS	E-20 COMMUNICATE WITH CLIENTS AND VENDORS
F	TYPOGRAPHY	F-1 Identify the anatomy and classification of type.	F-2 Identify typographic styles.	F-3 Manipulate type through character and paragraph formatting.	F-4 Choose and apply appropriate typeface.	F-5 SPEC TYPE FOR A PUBLICATION OR AD
		F-6 DESIGN ORIGINAL TYPEFACE				
G	DIGITAL PHOTOGRAPHY	G-1 Operate digital camera and accessories.	G-2 Compose a photograph through the lens.	G-3 Demonstrate use of lighting, (e.g., PRODUCT LIGHTING)	G-4 Demonstrate ability to physically stabilize camera.	G-5 UTILIZE STOCK PHOTOGRAPHY
		G-6 OPERATE A SINGLE LENS REFLEX CAMERA	G-7 BACK UP IMAGES	G-8 CONTROL STUDIO LIGHTING	G-9 CONTROL LOCATION LIGHTING	G-10 MANIPULATE IMAGE BIT DEPTH (e.g., 8, 16, 32)

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Duties

Tasks

H

PROFESSIONAL
PREPARATION

G-11 APPLY TIFF, RAW, JPEG, BITMAP WHEN ORIGINATING IMAGE FORMAT	G-12 DIRECT AND POSE MODELS AND GROUPS	G-13 COMPOSE LAYOUT OF PHOTOS	G-14 PRESENT FOOD FOR PHOTOGRAPHY	
H-1 Prepare a portfolio.	H-2 Participate in the interview process.	H-3 Inventory personal career interests & goals.	H-4 Research employment opportunities.	H-5 Explore postsecondary institutions & opportunities.
H-6 Deliver an oral presentation.	H-7 Prepare a resume (THAT REPRESENTS REAL SKILLS) and cover letter.	H-8 Estimate time and materials for a project.	H-9 Complete a job or college application.	H-10 Prepare and present a 3-5 minute talk on a competency.
H-11 Participate in a mock interview.	H-12 Demonstrate matting and mounting a work of art.	H-13 Participate in critiques.	H-14 Research current industry practices.	H-15 CREATE AN EMPLOYER- CENTERED PORTFOLIO

Critical Worker Behaviors



- listens to instructions
 - deadline aware and motivated
 - able to "survive" client critiques
 - able to think outside the box
 - problem solver, brainstormer
 - able to conceptualize
 - willing to conduct visual research
 - persistent, perseveres
 - understands a target audience
 - thick skin, team worker
 - life-long learner
- good communication skills
 - customer centered
 - organized and flexible
 - able to "sell"
 - follows OSHA guidelines
 - positive attitude, "survives" rejection
 - able to live with stress and pressure
 - manages time
 - able to work as a team member
 - able to think quickly and logically
 - accepts and follows directions

Future Trends and Concerns



- the need to become best at any software program you claim on your resume
- technology will change frequently, e-books will become more popular
- new areas of marketing trend toward web over print
- RGB, CMYK knowledge needed as well as vector vs. raster
- file extensions are evolving
- every artist will need their own computer and software at home
- need to constantly study what the market/competition is doing and adapt
- imported products that don't pass U.S. regulations, VOCs cause safety concerns
- work flow is becoming faster; immediacy, speed, efficiency concerns
- Quick Response Codes will transform the marketplace
- green technologies will impact art and design

Recommended Certifications and Memberships



- technical degree and software certifications, (e.g., Adobe, Office Suite)
- Pantone color matching certification
- National Association of Photoshop Professionals (NAPP)
- Specialty Graphic Imaging Association (SGIA), student level available
- National Press Photographers Association (NPPA) Ad Club
- local arts organizations, e.g., NWPA Artists Associations, Associated Artists of Pittsburgh, Advertising Federation of NWPA
- Professional Photographers of America (PPA) , American Graphics Association
- Erie Art Museum, Millcreek Art Show
- Association of College and University Printers
- Promotional Products Association International (PPAI)

ADVICE TO OUR STUDENTS FROM DACUM PANELISTS:

Geoffrey S. Beadle, Assistant Chair, Art Department, Edinboro University of Pennsylvania – “Approach your job as a creative artist in whatever field you choose.”

Janet Coyne, Instructor/Graphic Designer, Digital Graphic/Multi-Media Design Department, Tri-State Business Institute – “Keep what you initially have and then expand your thinking to try different designs”.

Frederick J. Dunn, Professional Free Lance Photographer, Suspended Moments Photography – “Accept every opportunity to make contacts. Always go beyond the lesson plan.”

Mary Kay Geary, Owner and Artist, Geary’s Studio 7 Gallery – “There isn’t an experience in another job that I had that I haven’t put to use. An artist has to follow his/her passion”.

James Mallory, Graphic Design Instructor, Digital Graphic/Multi-Media Design Department, Tri-State Business Institute – “Be productive. Don’t be afraid of rejection. Don’t be afraid to occasionally break the rules.”

Chris Matheis, Director, Gannon University Press – “Don’t take offense if someone does not like your design. Everyone has a right to their opinion. Pleasing the customer is the most important thing.”

Larry Mays, President and Art Director, Mays Marketing Group - “Develop resumes that are a *brilliant display of what you do best*. Focus constant attention on developing very strong English grammar, writing and speaking skills. Develop very strong Adobe Illustrator skills and very strong problem-solving skills. Learn to draw. Be best at something. Artists LIVE art.”

Liz Swantek, Advertising Production Supervisor, Erie Times-News – “Take a risk. Think outside the box. Take a job that will lead you to your ultimate goal. Don’t apply just for limited types of jobs.”

Danielle Wilbur, Art & Design Instructor, Erie County Technical School – “Art is what you make of it.”

ADVICE TO OUR INSTRUCTOR FROM DACUM PANELISTS:

Set up two or three-day workshops, bringing in local artists specializing in a particular medium.

Allow more time on perspective work.

Teach students to conceptualize with color symbolism and color psychology.

Teach students to not “overdesign”.

Teach students to use the proper software program for the proper use.