

# **Curriculum for Media Graphics VG3 / in-service training at a training establishment**

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

Laid down as a regulation by the Norwegian Directorate for Education and Training on 4 March 2008 as delegated in a letter of 26 September 2005 from the Ministry of Education and Research pursuant to the Act of 17 July 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4 first paragraph.

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## Purpose

Computer technology is making it possible for more and more people to create media products. Media and communication businesses set high demands on qualifications for practicing an occupation in this subject. Work as a media graphics artist requires competence in designing and arranging text, sound and image material. The media graphics artist works with developing, producing and distributing different media products and works with different kinds of businesses in the media sector.

Learning in Media graphics shall give the apprentice a close relationship to the realities of working life and developments and challenges in the world of media. Learning in the subject shall assist the apprentice in being able to work according to ethical norms applicable to the subject and the trade. Learning in the subject shall give an understanding of the subject's significance in the value creation chain and how specific ideas can develop and problems be solved in practice, all within the individual graphic artists' possibilities and limitations. Learning in the subject shall further develop the apprentice's creative skills and competence in design and production. Customer service, economy, product functionality and issues related to environment, health and safety are included in learning in the subject.

Learning in the subject shall help the individual learn good work habits for systematic and independent work and interdisciplinary work tasks of high professional quality. Learning in the subject shall promote the ability to always stay updated and keep developing one's own competence, and the ability to adapt to changes in the occupation. Learning in the subject shall also help the apprentice learn to take responsibility with a thought to his or her future occupation. Many vocations in the media sector require higher education. Learning in the subject gives vocational competence valid for further higher education in the media sector.

Training completed and passed in the subject will lead to an examination for a Journeyman's Certificate in the trade. The professional title is Media Graphics Artist.

## Structure

Media graphics consists of three main subject areas. The main subject areas complement each other, and should be viewed in relation to one another.

### Overview of the main subject areas:

Year level	Main subject areas		
Vg3 / In-service training at a training establishment	Media design	Media production	Company, customer and market

## Main subject areas

### Media design

The main subject area covers idea generation, composition and design of different media products that fall within the training establishment's services and products. The main subject area helps develop aesthetic faculties, creative thinking and problem solving skills. It also deals with using typography to get a good message across and skills in how elements like text, forms, colours, sounds and images are suited to different media products. Quality assurance and optimal reproduction of original material is also included

in the main subject area. It also covers adapting to clients and target groups with a thought to the various areas of application of the media and demands for quality.

## Media production

The main subject area covers how media design shall be used and prepared to be functional media products for different forms of presentation for the training establishment's services and products. The main subject area covers quality assurance for optimal reproduction and functionality of media design for the different media products. In the main subject area, creating good work routines and learning skills in the use of tools, technology and equipment are also included.

## Company, customer and market

The main subject area covers the business culture, organisation, business concept, marketing arenas, client groups, products, and services of the company where the apprentice shall fulfil his or her in-service training. The main subject area also covers quality assurance of own work. Current regulations concerning environment, health and safety are also included.

## Basic skills

Basic skills are integrated into the competence aims for this course in areas where they contribute to the development of and are a part of the basic subject competence. In Media graphics, basic skills are understood as follows:

*Being able to express oneself orally* in Media graphics involves being able to describe ethical and aesthetic problems and express aesthetic and other experiences related to media products. It also deals with being able to comment and evaluate one's own and others' media products using professional terminology.

*Being able to express oneself in writing* in Media graphics involves presenting ideas and work processes, writing about and editing written texts, creating titles and image captions, and doing proofing and correction and filling in reports. It also involves varied and precise writing and quality control of own work.

*Being able to read* in Media graphics involves reading, interpreting and understanding written texts, images and other visual means of expressions with various levels of complexity and difficulty from many genres in different media. It involves comparing and systemising information, and analysing and evaluating information with a critical eye.

*Numeracy* in Media graphics involves understanding a production budget and being able to do calculations for formats, printing areas, templates, impositions, image resolution, file sizes and sound files.

*Being able to use digital tools* in Media graphics involves being able to present texts, forms, colours, sounds, images and multimedia products using digital tools, and being able to use these tools to publish media products. It also deals with being able to use such tools to search for and exchange information.

# Competence aims

## After Vg3

### Media design

*The aims of the training are to enable the apprentice to*

- design and evaluate different media products based on the training establishment's services and product range
- explain and consider the interplay between aesthetics, form, colour, areas of use and message when working with idea generation and composition
- follow ethical norms for publishing based on current rules and regulations
- edit and evaluate own work and others written texts to increase understanding and improve the texts without changing the content
- evaluate the use of different media based on a client's needs
- use basic rules of composition for texts and use typography as a separate element in composition, and substantiate your choices
- use and evaluate text elements in relation to image elements and graphics
- evaluate how different images are more suited to use in designing certain media products
- use images as the main composition elements to create sensation and atmospheric moods, and substantiate your choices
- visualise information by using graphic elements, and substantiate your choices
- do quality control on own design processes to achieve optimal reproduction of colour and original material
- use and evaluate sound to create sensation and atmospheric moods
- evaluate how different sound elements are more suited to use in designing certain media products

### Media production

*The aims of the training are to enable the apprentice to*

- explain where databases can be used in media production, distribution and for clients
- use publication tools for multimedia production
- explain and use digital work flow and comply with requirements set for digitalisation of original material for different media
- perform and explain colour correction and image processing
- use and explain the principles and technology behind colour space and colour editing in electronic and paper-based products
- index and categorise text, sound and image materials in an archive
- store media products in different formats on suitable storage media
- use company teaching resources and work systematically and independently with own products
- participate in and evaluate one's own role in projects and interdisciplinary collaborations
- organise working conditions in an ergonomic manner, and prevent strain injuries
- use technology and design that supports production, functionality and user-friendliness
- use Interaction Design, animate text and images for different formats, edit sound and video for multimedia production and substantiate your choices
- use software in a professional manner, and explain imposition adapted to different paper formats and printing forms, and substantiate your choices

## Company, customer and market

*The aims of the training are to enable the apprentice to*

- give an account of the company's trade relations, organisation, business idea, products and services
- use the company's quality assurance system to control product quality versus goals and standards
- elaborate on how complaints and claims are handled at the company
- use the company's security routines to register, handle, distribute and store data
- follow the company's rules for customer service and assist clients with advice
- work in line with current rules and regulations for environment, health and safety
- comply with current regulations source separation of waste and emissions into the environment

## Assessment

### Vg3 Media graphics

Provisions for final assessment:

<b>Main subject areas</b>	<b>Provision</b>
Media design Media production Company, customer and market	All apprentices shall sit for a Journeyman's Examination, which is normally carried out over a period of five working days.

The provisions for assessment are stipulated in the regulations of the Norwegian Education Act.