

## PIN DESIGN



### PURPOSE

To evaluate a contestant's creative, technical and oral presentation skills and to recognize outstanding students for excellence and professionalism.

### CLOTHING REQUIREMENT

**For men:** Official blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.

**For women:** Official blazer, jacket or sweater; black dress slacks or knee-length skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

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

### ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical programs.

### EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Timekeeper and judges
  - b. All necessary information for the judges and technical committee
  - c. Projector and screen
  - d. 8.5"x11" document/photo frame
2. Supplied by the contestant:
  - a. Rendering of pin design
  - b. All competitors must create a one-page résumé and submit it at the orientation meeting.

- c. Means of presentation: Computer, tablet, notebook, poster or other media of your choice if desired to make your presentation to the judges. Contestant must supply his or her own adaptor connection for the projector. Digital presentation is not required. See <http://skillsusapin.wordpress.com/> for further instructions.

**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: [www.skillsusa.org/compete/updates.shtml](http://www.skillsusa.org/compete/updates.shtml)

### SCOPE OF THE CONTEST

The contest consists of two parts:

1. Evaluation of the pin design
2. Oral presentation and questions and answers session. All contestants will be asked the same questions, which judges will determine before the start of the contest.

### KNOWLEDGE PERFORMANCE

There will be no skill-related written test.

### Skill Performance

The contest is designed to assess the ability of the competitor to design and produce a drawing of that design, as well as give a presentation regarding all aspects of his or her creation of the design.

### Contest Guidelines

1. All entries must be rendered in color (full color or two color).
2. Preferably, entries will be created in a design software package such as Illustrator, Photoshop or other comparable software. Entries may also be hand-drawn, painted or rendered in colored pencils or markers.
3. All entries should be submitted with two versions of the art on a single 8.5"x11" page. A copy for judging will be turned in at the orientation meeting with your résumé. The copy submitted will be on paper that can be placed in a document/photo frame. The larger 7" version is for showing greater detail. The

smaller 1" version is to show what the actual pin will look like reproduction size. The larger version must be 7" wide or 7" tall on its largest dimension for judging. The smaller version should be 1" wide or 1" tall on its largest dimension to show how the actual pin will look at reproduction size.

Deductions will be taken for every  $\frac{1}{8}$ " over or under 7" and every  $\frac{1}{16}$ " over or under 1" on your artwork designs. Both designs should be identical. Wording on the pin must reference the name of the state. Your contest number for the national conference must be placed on the back of your submitted artwork.

4. The SkillsUSA emblem or SkillsUSA logo (or elements of either) should not appear on the pin.
5. All copyright laws must be followed in the creation of the design.
6. Contestants will deliver a five- to seven-minute presentation regarding their design. Talking points should include:
  - a. How he or she came up with the design of the pin
  - b. The process in which he or she designed the pin
  - c. Why he or she feels it represents their state
  - d. What are its unique qualities
  - e. Why other students/advisors would want to wear it
7. After your presentation, the judges will ask questions related to Pin Design, SkillsUSA, production process, professional development, etc.
8. A space will be provided for you to make a table-top display (not used for judging) to promote your pin design/state to the public, for viewing at the national conference. You will have approximately 24"x24" for this display. A framed version (described in No. 3) will be included in your area.

## Standards and Competencies

### PD 1.0 — Understand general 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

### PD 2.0 — Demonstrate mechanical skills by creating a design on the computer within a specified amount of time

- 2.1 Recall understanding and skills necessary to prepare art electronically
  - 2.1.1 Implement correct size and orientation of 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

### PD 3.0 — Administer creative skills by solving a graphic design problem relevant to the skill set required for the 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 project
  - 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

**PD 4.0 — Complete an oral professional assessment in a simulated customer situation**

- 4.1 Perform customer service related activities when relating to a customer
  - 4.1.1 Explain the function of the customer service representative
- 4.2 Communicate professionally with technical knowledge
  - 4.2.1 Describe the workings of a production environment
  - 4.2.2 Explain the nature of work performed and requirements of customers
- 4.3 Respond quickly, accurately and professionally in a customer situation

**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. To view high school standards, visit: [standards.nctm.org/document/chapter7/index.htm](http://standards.nctm.org/document/chapter7/index.htm). Select “Standards” from menu.

## Science Standards

None Identified

**Source:** McREL compendium of national science standards. To view and search the compendium, visit: [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks).

## 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](http://www.ncte.org/standards).