T-SHIRT DESIGN

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

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

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

CLOTHING REQUIREMENTS
Class A: SkillsUSA Attire:
- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket
- 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 dress shoes

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 800-401-1560 or 703-956-3723.

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

EQUIPMENT AND MATERIALS
1. Supplied by the technical committee:
   a. Time keeper and judges
   b. All necessary information for the judges and technical committee
2. Supplied by the contestant:
   a. Rendering of the T-shirt design
   b. Supporting materials for the presentation portions of the contest
   i. Visual presentation materials should be on a standard tri-fold table display
   ii. Additional materials to provide context are optional; ex. Printed T-shirt, props, etc. but display should not exceed the width of the standard tri-fold display.
   c. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a penalty designated by the official scorecard.

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: http://updates.skillsusa.org.

SCOPE OF THE CONTEST
The contest consists of two parts:
1. Evaluation of the T-shirt design through one visual presentation.
2. Evaluation and verbal defense of the design decisions through an oral presentation, which will include a question-answer session.

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 rendering of that design, as well as give a presentation regarding all aspects of his or her creation of the design.

Contest Guidelines
1. Two presentations are required: a visual presentation and an oral presentation.

2. Preferably, entries will be created in a design software package such as Adobe Illustrator, Photoshop, or Freehand. Entries may also be hand-drawn, painted, or rendered in colored pencils or markers. Note: Entries might not be returned and determined by the technical committee chair.

3. All entries must be rendered in color. Your presentation must include the preferred printing method: four color process or digital full color.

4. Artwork submission is 8.5" x 11". The artwork should be a coprehensive design and be displayed as a "proof"; a professional impression of the final design. Entries must be submitted to the technical committee chair at orientation. Failure to do so will result in a penalty determined by the official scorecard.

5. State competition designs cannot be changed for national competition submission. There is no opportunity to "tweak" the design after it has been submitted at the contest orientation meeting.

6. The design will include key recognizable aspects that best represent the competitor's state.

7. The following text must appear on the T-shirt design: "SkillsUSA [State Name]", and the current year of the national competition.

8. The SkillsUSA emblem or SkillsUSA logo (or elements of either) should not appear on the design.

9. All copyright laws must be followed in the creation of the design and presentations.

10. T-shirt design submissions must be turned in at the contest orientation meeting.

11. Advisors need to check all submissions prior to orientation to ensure strict compliance with all rules.

12. The T-shirt designer must specify the color of the shirt the artwork is intended to be printed onto.

13. In addition to the T-shirt background color, the designer may use up to four colors in his or her artwork. These colors are "spot colors" and may not be blended or shaded.

14. Students will participate in an interview during the oral presentation of the contest. They should be prepared to discuss the overall process and how they came up with their design and color scheme. They should display all their preliminary research and work (sketches, layouts, etc.) in the visual presentation.

15. Contestants will present a five- to seven-minute presentation and question-answer session regarding their design. Talking points should include:
    a. How he or she came up with the design
    b. The process used in developing their design
    d. The design's unique qualities
    e. Why other students/advisors would want to wear it
    f. A defense of design decisions based on the question-answer session

    Note: No extra time will be given if oral presentation does not leave time for the question-answer session.

Standards and Competencies
TD 1.0 — SkillsUSA Framework
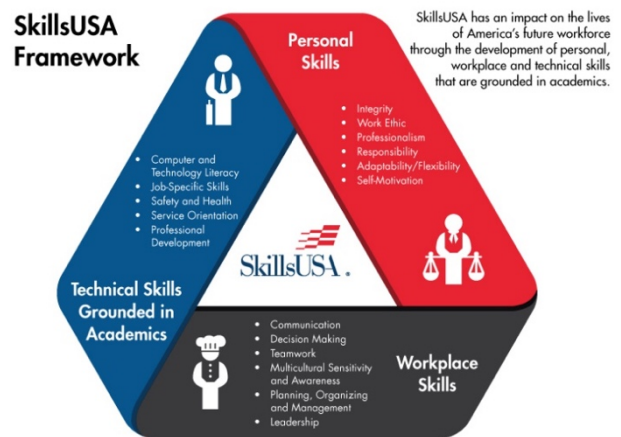
The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

TD 2.0 — Understand general design industry terminology and concepts

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

TD 3.0 — Demonstrate mechanical skills by creating a design on the computer within a specified amount of time

3.1 Recall understanding and skills necessary to prepare art electronically
    3.1.1 Implement correct size and orientation of design. Recall knowledge and appropriate use of industry standard hardware and software
    3.1.2 Implement correct size and placement of elements
    3.1.3 Implement correct use of typography
    3.1.4 Implement assignment of proper color to elements

TD 4.0 — Administer creative skills by solving a graphic design problem relevant to the skill set required for the design industry

4.1 Apply understanding and skills necessary to create a variety of thumbnails and ideas for a given design problem
    4.1.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
    4.1.2 Implement media (markers, color pencils, etc.) in the creation of thumbnails
    4.1.3 Demonstrate professional presentation and technical execution of thumbnails
4.2 Apply understanding and skills necessary to create roughs developed from thumbnails for the given design problem
    4.2.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
    4.2.2 Exhibit the development of ideas from the thumbnail stage
    4.2.3 Implement media (markers, color pencils, etc.) in the creation of roughs
    4.2.4 Demonstrate professional presentation and technical execution of roughs
4.3 Administer industry standard hardware and software in the creation of the project
    4.3.1 Implement correct size and format for the design of the comprehensive portion of the contest. Exhibit the development of ideas from the rough stage
    4.3.2 Implement clip art, original art and designs in the creation of the comprehensive
    4.4.4 Demonstrate professional presentation and technical execution of the comprehensive

TD 5.0 — Complete an oral professional assessment in a simulated customer situation

5.1 Perform customer-service-related activities when relating to a customer
    5.1.1 Explain the function of the customer service representative
5.2 Communicate professionally with technical knowledge
    5.2.1 Describe the workings of a production environment
    5.2.2 Explain the nature of work performed and requirements of customers
5.3 Respond quickly, accurately and professionally in a customer situation

TD 6.0 — Demonstrate an understanding of the SkillsUSA Framework in the presentation.

6.1 Apply job specific skills to the project
    6.1.1 Explaining the research done for the state the pin is representing.
    6.1.2 Explain the design rationale; why this design was chosen based on research done.
6.2 Presenting personal skills
    6.2.1 Explain the integrity of the design
    6.2.2 Share some of the hardships that came with executing the pin, and how those were overcome.
6.3 Apply workplace skills.
    6.3.1 Explain the process of communicating, organizing, and managing the process in which this pin was created.

6.3.2 Provide examples of the commitment to leadership to complete this project.

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

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

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.

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: www.nctm.org.

Science Standards

None Identified

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