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Development of the program-specific component – Competencies common to both specializations and *Animation* specialization (1999)

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Program-specific component – *Illustration* specialization (2013)

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Year of approval: 2015

Type of certification: Diploma of College Studies

Number of credits: 91 2/3 credits

Number of periods of instruction: 2 730 periods of instruction

General education component: 660 periods of instruction

Program-specific component:

Common core and Specialization option A, *Illustration* specialization: 2 070 periods of instruction

Common core and Spécialization option B : *Animation* specialization: 2 070 periods of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- None

College-Level Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The Illustration and Animation Program

The *Illustration and Animation* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Illustration and Animation* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 65 credits.
- The general education component that is common to all programs consists of 16 $\frac{2}{3}$ credits:
 - Language of Instruction and Literature: 7 $\frac{1}{3}$ credits
 - Philosophy or Humanities: 4 $\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Illustration and Animation* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

Educational aims in the program-specific component are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

The following is a description of the aims of the program-specific component of the *Illustration and Animation* program:

- Develop broad general knowledge and an openness to the world
- Foster adaptation to technological change
- Promote professional ethics and a sense of responsibility
- Stimulate artistic sensibility
- Encourage versatility

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society:*
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies:*
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyse works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature,

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language,

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop: the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The *Illustration and Animation* program prepares students to practise the occupations of illustrator and animation artist.

Specialization: Illustration

Illustrators are visual artists who work in the communications sector, either for a company or as freelancers. They work in different sectors, such as publishing (books, posters, pictograms, picture books, magazines, newspapers, etc.), video games, tutorials, online training, multimedia (virtualization, storyboards, preliminary drawings for 2D or 3D animation, etc.), packaging, manufacturing, set design, health sciences, engineering and architecture (presentations, drawings and renderings), as well as fashion and textiles.

They develop visual concepts and produce sketches and illustrations based on clients' needs. This involves choosing the appropriate materials, media and techniques to obtain the desired effect according to the nature of the mandate and the client's specific needs.

Illustrators work alone or in teams, in collaboration with other illustrators, agents, art directors, publishers, project managers, production managers, 3D modelers, programmers and graphic artists. They often have to work to tight deadlines.

Depending on their abilities, artists who work for a company may be made responsible for the artistic direction of a production team. Freelancers may eventually start their own business by hiring or partnering with other illustrators and collaborators.

Illustrators' work environment is both virtual and traditional. This means that they are required to make versatile use of pencils, paper, brushes, various tools and media, computers, software and specialized utility programs, graphics tablets, cameras, scanners and archiving media.

They must be able to adapt, pay close attention to detail and work with precision, and they must have a sense of the aesthetic, a curious nature, an open mind, organizational skills and an interest in research and experimentation. They also need entrepreneurial skills, since illustrators must promote their creations using the appropriate means.

Specialization: Animation

Animation artists work on animated films, television shows, commercials and documentaries, video games, Web sites and recreational or educational CD-ROMs. They may also create original films.

Depending on the nature of the project and the type of work, animation artists help create backgrounds, props and characters. They also draw key poses and background outlines for animation sequences, and animate characters to match their dialogue. Animation artists may also develop storyboards and design and animate visual effects. Lastly, they may have to digitally process and assemble drawings, animate 3D characters or produce an animation.

Traditional drawing and animation techniques, in which a sequence of hand-drawn images give the illusion of movement, are still widely used. Nevertheless, increasing numbers of animation artists are now using digital animation techniques (graphic tablets, digitization of drawings, specialized software to colour images, assemble the different levels of animation and simulate camera movements). 3D imaging software is also used in some situations.

Given the variety and nature of the projects they are expected to work on, animation artists must be able to adapt and work in a team.

With experience, animation technicians can become animation directors, department supervisors or animated film producers.

Objectives

Statements of the Competency

Program-Specific Component

Competencies common to both specializations

- 069P Analyze the occupation of illustrator or animation artist.
- 014L Represent the anatomy of a living creature.
- 014M Represent a subject in perspective.
- 014N Simplify the representation of a subject.
- 014P Represent a subject's character traits.
- 014S Generate and use innovative ideas.
- 0151 Produce a storyboard.

Specialization A : Illustration

- 069Q Explore different types of visual communication design and their underlying principles.
- 069R Create colour schemes for illustrations.
- 069S Critique illustrations and visual art productions.
- 069T Acquire reference images.
- 069U Use traditional illustration techniques.
- 069V Create raster images.
- 069W Create vector images.
- 069X Produce technical illustrations.
- 069Y Use assemblage techniques to create illustrations.
- 069Z Develop illustration techniques.
- 06A0 Produce advertising illustrations.
- 06A1 Create illustrations for literary works.
- 06A2 Create editorial portraits and illustrations.
- 06A3 Create documentary and scientific illustrations.
- 06A4 Create specialized illustrations and motifs.
- 06A5 Manage their own business.

Specialization B: Animation

- 014K Represent movements.
- 014Q Draw characters.
- 014R Represent the anatomy of a living creature in action.
- 014T Animate a character.
- 014U Analyze the cinematographic techniques used in an animated film.
- 014V Create backgrounds and props.
- 014W Represent a subject's emotions and feelings.
- 014X Create characters.
- 014Y Determine the colours for a project.
- 014Z Draw key poses and background outlines for a sequence.
- 0150 Animate characters based on dialogue.
- 0152 Create and animate visual effects.
- 0153 Digitally process and assemble animation drawings.
- 0154 Animate a 3D character.
- 0155 Produce an animation.
- 0156 Manage their career.

General Education Component Common to All Programs and General Education Component Specific to the Program

16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle

4EP1 Improve one's effectiveness when practising a physical activity

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

ILLUSTRATION AND ANIMATION Specialization: Illustration		GENERAL COMPETENCIES														
		Competency Number	Analyse the occupation of illustrator or animation artist	Explore different types of visual communication design and their underlying	Represent the anatomy of a living creature	Represent a subject in perspective	Create colour schemes for illustrations	Critique illustrations and visual art productions	Generate and use innovative ideas	Acquire reference images	Represent a subject's character traits	Simplify the representation of a subject	Use traditional illustration techniques	Create raster images	Create vector images	Use assemblage techniques to create illustrations
SPECIFIC COMPETENCIES		Competency Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Produce technical illustrations		14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Develop illustration techniques		16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce a storyboard		17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Produce advertising illustration		18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create illustrations for literary works		19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create editorial portraits and illustrations		20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create documentary and scientific illustrations		21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create specialized illustrations and motifs		22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage their own business		23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GRID OF COMPETENCIES

SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES											
		Analyze the occupation of illustrator and animation artist	Represent movements	Represent the anatomy of a living creature	Represent a subject in perspective	Simplify the representation of a subject	Represent a subject's character traits	Represent the anatomy of a living creature in action	Generate and use innovative ideas	Analyze the cinematographic techniques used in an animated film	Represent a subject's emotions and feelings	Determine the colours for a project	Manage their career
	Competency Number	1	2	3	4	5	6	8	9	11	13	15	23
Draw characters	7	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>		<input type="radio"/>
Animate a character	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Create backgrounds and props	12	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>				<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Create characters	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Draw key poses and background outlines for a sequence	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Animate characters based on dialogue	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Produce a storyboard	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Design and animate visual effects	19	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Process and assemblage animation drawings	20	<input type="radio"/>								<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Animate a 3D character	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Produce an animation	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program-Specific Component

Competencies common to both specializations

Code: 069P

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the occupation of illustrator or animation artist.	<ul style="list-style-type: none"> • Given current information about the occupation and companies and organizations in the sector • Given the current laws, regulations and codes

Elements of the Competency	Performance Criteria
1. Describe the occupation and the conditions for its practice.	<ul style="list-style-type: none"> • Relevance of information gathered • Thorough examination of the characteristics of the occupation and the conditions for its practice • Discernment of entrepreneurial potential in the sector • Distinction made between the different workplaces • Discernment of the different career paths • Discernment of the laws and regulations governing work in general and the occupation in particular
2. Examine the tasks and operations associated with the occupation.	<ul style="list-style-type: none"> • Satisfactory examination of the operations, conditions and requirements associated with each task • Determination of the relative importance of the tasks
3. Examine the skills and behaviours needed to practise the occupation.	<ul style="list-style-type: none"> • Relevant connections made between the skills and behaviours required and the different tasks • Recognition of the rules of professional ethics

Objective

Standard

Statement of the Competency	Achievement Context
Represent the anatomy of a living creature.	<ul style="list-style-type: none"> • Representation of complete static figures and isolated anatomical parts such as feet, hands and faces • Using reference materials to help represent human races and animal species • Given live models, photographs, anatomical charts and cutaway drawings • Using the appropriate drawing materials • In compliance with drawing method specifications

Elements of the Competency	Performance Criteria
1. Analyze the anatomical characteristics of the subject.	<ul style="list-style-type: none"> • Discernment of physical and morphological characteristics: <ul style="list-style-type: none"> – of the race or species – similar to those of other races or species – specific to the subject • Correct relationships made between body features and their underlying structure • Correct estimation of body proportions
2. Sketch the subject.	<ul style="list-style-type: none"> • Cursory representation of the entire subject • Accurate proportions • Observance of anatomy, silhouette and pose • Compliance with instructions concerning the size of the drawing
3. Finalize the drawing.	<ul style="list-style-type: none"> • Accurate representation of the anatomical details • Resemblance to the subject • Proper representation of pose • Accuracy of lines • Neatness of drawing

Objective

Standard

Statement of the Competency	Achievement Context
Represent a subject in perspective.	<ul style="list-style-type: none"> • Given images or scaled working or fabrication drawings, or using their imagination • Using the appropriate drawing materials • For the representation of characters, backgrounds or props • In compliance with drawing production and presentation specifications

Elements of the Competency	Performance Criteria
1. Choose the type of perspective.	<ul style="list-style-type: none"> • Accurate analysis of the subject's physical characteristics • Choice of viewing angle for a clear representation of the subject • Consideration of the desired effect • Appropriate type of perspective for the desired viewing angle
2. Determine the location of the horizon and vanishing points.	<ul style="list-style-type: none"> • Appropriate positioning of elements for the type of perspective and viewing angle • Location of horizon and vanishing points for a realistic drawing
3. Draw the subject.	<ul style="list-style-type: none"> • Proper use of drawing methods • Logical positioning of the subject's components • Appropriate convergence of lines toward the vanishing points • Clean lines

Objective

Standard

Statement of the Competency	Achievement Context
Simplify the representation of a subject.	<ul style="list-style-type: none"> • Given a variety of subjects • Given a subject or an image • Using the appropriate drawing materials

Elements of the Competency	Performance Criteria
1. Analyze the subject.	<ul style="list-style-type: none"> • Discernment of the subject's structure and features • Correct estimation of proportions • Discernment of the recognizable features of the subject • Discernment of the impression given by the subject
2. Sketch the simplified representation of the subject.	<ul style="list-style-type: none"> • Variety of proposals • Simplicity of forms • Method of representation conducive to the readability of the subject • Resemblance to the subject • Choice of visual proposal that best renders the subject and the impression it gives
3. Finalize the simplified representation of the subject.	<ul style="list-style-type: none"> • Faithfulness to sketch • Neatness of drawing • Line cleanness • Readability of subject

Objective

Standard

Statement of the Competency	Achievement Context
Represent a subject's character traits.	<ul style="list-style-type: none"> • Given a script, a brief or a description • Using the appropriate drawing materials • Given reference materials to facilitate the representation of the subject's physiognomy and morphology
Elements of the Competency	Performance Criteria
1. Analyze the subject.	<ul style="list-style-type: none"> • Discernment of the subject's general characteristics including age, gender, race and social status • Discernment of the behaviours that reveal the subject's personality • Accurate inferral of the subject's personality • Discernment of the emotions the subject should elicit from the audience
2. Establish the physical characteristics that support the subject's personality.	<ul style="list-style-type: none"> • Consistency of characteristics with known typologies • Relevant characteristics based on: <ul style="list-style-type: none"> – the subject's personality and general characteristics – the emotions the subject should elicit from the audience
3. Sketch the visual proposals.	<ul style="list-style-type: none"> • Variety of proposals • Proposals consistent with: <ul style="list-style-type: none"> – the subject's personality and general characteristics – the emotions the subject should elicit from the audience • Credible representation of the subject's character traits • Choice of visual proposals that best represent the subject
4. Finalize the sketches.	<ul style="list-style-type: none"> • Faithfulness to visual proposals • Simplicity of forms • Accuracy of lines • Neatness of drawing

Objective

Standard

Statement of the Competency	Achievement Context
Generate and use innovative ideas.	<ul style="list-style-type: none"> • Given a theme • Using the appropriate drawing materials • Given video, print or digital reference materials • Using a variety of creative methods

Elements of the Competency	Performance Criteria
1. Analyze and document the theme.	<ul style="list-style-type: none"> • Accurate interpretation of message to be conveyed • Variety and relevance of reference materials • Discernment of visual conventions generally associated with the theme • Demonstration of a sense of observation
2. Develop concepts.	<ul style="list-style-type: none"> • Consideration of theme • Effective use of creative methods • Variety of concepts • Demonstration of open-mindedness and creativity
3. Select the concept that best represents the theme.	<ul style="list-style-type: none"> • Critical evaluation of the potential of the concepts suggested • Eloquence of the selected concept • Demonstration of discernment and openness to criticism
4. Explore the visual possibilities of the selected concept.	<ul style="list-style-type: none"> • Variety of original and meaningful visual elements • Readability of the visual representation • Appropriate styles for the theme • Demonstration of open-mindedness and creativity

Objective

Standard

Statement of the Competency	Achievement Context
Produce a storyboard.	<ul style="list-style-type: none"> • Given a script or model sheets • Given video, print or digital reference materials • Using storyboard sheets • Using a particular visual style • Given instructions • Using the appropriate drawing materials • In accordance with deadlines

Elements of the Competency	Performance Criteria
1. Analyze the script or model sheets.	<ul style="list-style-type: none"> • Discernment of the historical, geographic and narrative contexts • Accurate interpretation of the action and mood to be reproduced • Accurate explanation of the relationships between the characters • Identification of inconsistencies in the script or models
2. Break down the action into individual frames	<ul style="list-style-type: none"> • Faithfulness to script • Observance of technical constraints • Breakdown and image composition supporting the narrative • Accurate determination and representation of: <ul style="list-style-type: none"> – frame values – viewing angles – camera movements • Clarity of drawings • Consistency and continuity between frames • Variety of frames

Program-Specific Component
Competencies common to both specializations

Elements of the Competency	Performance Criteria
3. Draw the final version of the storyboard.	<ul style="list-style-type: none">• Faithfulness to preliminary breakdown• Faithfulness to style and models• Correct representation of the characters' anatomy, personality, emotions and movements• Observance of the principles of perspective• Drawing precision, neatness and simplicity• Line cleanness• Accurate annotations concerning:<ul style="list-style-type: none">– flow of action– visual transitions– special effects– camera movements– dialogue– etc.• Compliance with technical instructions
4. Evaluate the quality of the work.	<ul style="list-style-type: none">• Identification of the strengths and weaknesses of the work• Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Explore different types of visual communication design and their underlying principles.	<ul style="list-style-type: none"> • Given visual communication designs • Using reference materials, creative tools, materials and media

Elements of the Competency	Performance Criteria
1. Look for meaning in the visual communication designs.	<ul style="list-style-type: none"> • Identification of visual flow • Accurate interpretation of the meaning and psychology of colours • Collection of relevant information about the target audience and the objectives of the communication • Accurate distinction between the different types of illustrations, pictograms, icons and visual and typographic elements • Clear description of the design principles and elements present • Use of appropriate vocabulary • Appropriate use of reference materials
2. Specify the printing and publishing requirements for visual communication designs.	<ul style="list-style-type: none"> • Accurate description of the visual and technical requirements associated with various layout types and formats • Accurate description of the technical requirements associated with digital, silk-screen and offset printing • Accurate description of the technical requirements associated with bandwidth, resolution and display format • Accurate description of the technical requirements associated with animatics
3. Experiment with the principles and elements of visual communication design.	<ul style="list-style-type: none"> • Judicious choice of type of composition • Appropriate use of tools, materials and media • Personal and consistent use of principles and elements of the language of visual arts and graphic design • Appropriate use of textures, patterns, colours, shadows and light • Effort to achieve a balanced and dynamic layout of shapes and volumes • Proposal of appropriate means of improving their experimental process

Objective

Standard

Statement of the Competency	Achievement Context
Create colour schemes for illustrations.	<ul style="list-style-type: none"> • For print materials or visual interfaces • Given an illustration project and a layout • Using a variety of materials, tools and media • Using printing colour charts, samples or printing ink colour catalogues
Elements of the Competency	Performance Criteria
1. Analyze the illustration project.	<ul style="list-style-type: none"> • Accurate analysis of the layout • Collection of relevant information about the client, the target audience, the desired illustration style and the format • Accurate identification of mood elements to be conveyed • Accurate identification of specific elements to highlight
2. Mix and match various colours.	<ul style="list-style-type: none"> • Appropriate choice of medium • Proper determination of number of colours • Choice of colours based on the desired mood, lighting, symbolism and psychology of colours • Appropriate use of printing ink colour charts, samples or colour catalogues • Appropriate management of colours and colorimetric profiles • Demonstration of creativity
3. Experiment with different colour effects in illustrations.	<ul style="list-style-type: none"> • Proper choice and application of colours • Use of colours for visibility and readability • Adequate highlighting of content elements • Aesthetic colour scheme • Effective use of medium, tools and materials • Demonstration of creativity • Adherence to the requirements of the illustration project
4. Evaluate the resulting colour schemes.	<ul style="list-style-type: none"> • Accurate analysis of the strengths and weaknesses of the resulting colour schemes based on the requirements of the illustration project • Proposal of appropriate corrective measures

Objective

Standard

Statement of the Competency	Achievement Context
Critique illustrations and visual art productions.	<ul style="list-style-type: none"> • Given various illustrations and visual art productions • Given reference materials

Elements of the Competency	Performance Criteria
1. Find meaning in the different illustrations and visual art productions.	<ul style="list-style-type: none"> • Appropriate use of the principal chronological references • Recognition of the subject of the work • Accurate distinction of the visual elements and stylistic characteristics of the work • Accurate association of the illustrations or visual art productions with the principal artistic movements • Establishment of relevant connections between the illustrations or productions and the contexts in which they were created • Clear and judicious explanation of the objectives or intent of the communication • Adequate citation of sources • Use of appropriate vocabulary • Appropriate use of reference materials
2. Make and justify a critical judgment.	<ul style="list-style-type: none"> • Clear and judicious formulation of critical arguments • Adequate citation of sources • Use of appropriate vocabulary • Appropriate use of reference materials

Objective

Standard

Statement of the Competency	Achievement Context
Acquire reference images.	<ul style="list-style-type: none"> • Given a mandate • Using a variety of visual sources and cameras • Using software • Using a computer and scanner

Elements of the Competency	Performance Criteria
1. Analyze the mandate.	<ul style="list-style-type: none"> • Identification of the principal characteristics of the subject or theme • Proper determination of the technical and aesthetic characteristics of the images to acquire • Correct determination of acquisition method
2. Research visual elements.	<ul style="list-style-type: none"> • Appropriate choice and use of visual sources • Appropriate use of search engines • Relevance of research results • Adequate citation of sources • Observance of rules governing the confidentiality of information, permission and copyright assignment
3. Scan visual elements.	<ul style="list-style-type: none"> • Correct setting of colour mode, resolution and contrast • Correct setting of descreening options • Appropriate choice of scale • Appropriate use of software • Adequate citation of sources • Observance of the rules governing confidentiality of information, permission and copyright assignment
4. Take digital photographs.	<ul style="list-style-type: none"> • Appropriate choice of location and background elements • Proper positioning of elements to photograph • Proper adjustment of lighting • Appropriate choice of angles, depth of field and focus adjustments • Correct adjustment of the camera's functions • Adequate citation of sources • Observance of the rules governing confidentiality of information, permission and copyright assignment • Observance of rules of composition • Demonstration of creativity

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Archive the images.	<ul style="list-style-type: none">• Appropriate documentation of sources• Appropriate saving of images• Appropriate transfer of files• Proper classification of files• Appropriate use of software

Objective

Standard

Statement of the Competency	Achievement Context
Use traditional illustration techniques.	<ul style="list-style-type: none"> • Given a sketch • Using the appropriate materials, tools and media for the different techniques

Elements of the Competency	Performance Criteria
1. Plan the work.	<ul style="list-style-type: none"> • Accurate analysis of the visual characteristics of the sketch • Consideration of the physical properties of the materials and media • Choice of medium based on the techniques used • Choice of tools based on the techniques used • Correct preparation of tools and media • Transfer of sketch to the appropriate medium
2. Use dry techniques.	<ul style="list-style-type: none"> • Sustained experimentation with dry techniques • Appropriate use of graphite, charcoal, coloured pencils and pastels • Correct choice and application of coating
3. Use wet techniques.	<ul style="list-style-type: none"> • Sustained experimentation with wet techniques • Appropriate use of pen, pencil and brush • Appropriate use of ink, felt pen, watercolour and acrylic • Correct choice and application of coating
4. Use a printmaking technique.	<ul style="list-style-type: none"> • Sustained experimentation with the technique • Appropriate use of relief engraving or planography technique
5. Evaluate the effectiveness of their techniques.	<ul style="list-style-type: none"> • Accurate analysis of the effects obtained using the different traditional illustration techniques • Proposal of means of improving their techniques

Objective

Standard

Statement of the Competency	Achievement Context
Create raster images.	<ul style="list-style-type: none"> • For print materials and visual interfaces • Given digital files in different formats or a sketch • Using drawing software • Using graphics tablets or the appropriate tools • In accordance with print and digital publishing standards
Elements of the Competency	Performance Criteria
1. Set software functions.	<ul style="list-style-type: none"> • Proper determination of software settings • Proper customizing of the graphic interface • Software performance adapted to the task and to print or digital publishing standards
2. Define the document's properties.	<ul style="list-style-type: none"> • Proper determination of dimensions • Appropriate choice of colour mode • Appropriate choice of colour profile • Appropriate setting of resolution • Observance of print or digital publishing standards
3. Draw shapes and patterns.	<ul style="list-style-type: none"> • Proper determination of scale • Choice of an appropriate colour scheme • Appropriate choice of style • Appropriate choice and use of software tools • Proper creation of layers • Appropriate configuration and use of software library • Appropriate use of software • Accuracy of drawing • Observance of rules of composition • Demonstration of creativity

Elements of the Competency	Performance Criteria
4. Retouch images.	<ul style="list-style-type: none"> • Choice of an appropriate colour scheme • Appropriate choice and use of software tools • Appropriate choice and use of visual effects • Proper creation of layers • Appropriate selection, clipping and masking of images • Appropriate adjustment of hues and contrasts • Functional automation of a task • Appropriate use of software • Observance of proportions • Observance of readability criteria • Observance of the rules of composition • Demonstration of creativity
5. Assess the quality of the images.	<ul style="list-style-type: none"> • Correct setting of printing parameters • Critical and constructive assessment of their work • Identification of appropriate ways of improving their creative procedure
6. Optimize and archive the file.	<ul style="list-style-type: none"> • Proper organization of layers, channels and paths • Absence of unnecessary elements • Appropriate choice of file format • Proper classification of files • Proper saving of file

Objective

Standard

Statement of the Competency	Achievement Context
Create vector images.	<ul style="list-style-type: none"> • For print materials and visual interfaces • Given digital files in different formats or a sketch • Using drawing software • Using graphics tablets or the appropriate tools • In accordance with print and digital publishing standards
Elements of the Competency	Performance Criteria
1. Set software functions.	<ul style="list-style-type: none"> • Proper determination of software settings • Proper customizing of the graphic interface • Software performance adapted to the task and to print or digital publishing standards
2. Define the document's properties.	<ul style="list-style-type: none"> • Proper determination of dimensions • Appropriate choice of colour mode • Appropriate choice of colour profile • Appropriate setting of resolution • Observance of print or digital publishing standards
3. Draw visual elements.	<ul style="list-style-type: none"> • Correct determination of scale • Choice of an appropriate colour scheme • Appropriate choice of style • Appropriate choice and use of software tools • Proper creation of layers • Appropriate configuration and use of software library • Appropriate use of software • Accuracy of drawing • Observance of the rules of composition • Demonstration of creativity
4. Convert vector objects.	<ul style="list-style-type: none"> • Choice of an appropriate colour scheme • Appropriate choice and use of software tools • Appropriate choice and use of visual effects • Proper creation of layers • Appropriate selection and masking of objects • Functional automation of a task • Appropriate use of software • Observance of proportions • Observance of readability criteria • Observance of the rules of composition • Demonstration of creativity

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Assess the quality of the images.	<ul style="list-style-type: none">• Correct setting of printing parameters• Critical and constructive assessment of their work• Identification of appropriate ways of improving their creative procedure
6. Optimize and archive the file.	<ul style="list-style-type: none">• Proper organization of layers and paths• Absence of unnecessary elements• Appropriate choice of file format• Proper classification of file• Proper saving of file

Objective

Standard

Statement of the Competency	Achievement Context
Produce technical illustrations.	<ul style="list-style-type: none"> • Given a mandate and technical documentation • Using technical drawing and traditional, digital or mixed illustration equipment • For print materials or visual interfaces
Elements of the Competency	Performance Criteria
1. Analyze the mandate and the technical documentation.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the desired illustration style, the format, the budget and the technical publishing requirements • Discernment of details, assemblies or systems to be represented • Adequate planning of production steps
2. Find additional documentation.	<ul style="list-style-type: none"> • Effective use of research tools • Relevance and quality of photographs or scans • Relevance and precision of measurements
3. Make preliminary drawings.	<ul style="list-style-type: none"> • Correct determination of proportions and format • Appropriate use of traditional or digital illustration techniques • Use of the appropriate visual effects for the elements to be highlighted • Appropriate choice of viewing angles and positioning • Appropriate choice and execution of projections • Observance of conventions specific to the field of application • Observance of proportions and scales • Observance of the rules of composition • Consistency of preliminary drawings with technical documentation • Appropriate drawing or schematic representation of subject
4. Present the preliminary drawings.	<ul style="list-style-type: none"> • Clear explanation of the preliminary drawings of the details, assemblies or systems • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism • Appropriate changes made to preliminary drawings

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Produce and deliver the technical illustration.	<ul style="list-style-type: none">• Finalization of preliminary drawings• Proper choice of technique• Proper preparation of medium or proper organization of file• Proper use of traditional or digital illustration techniques• Correct balance of light and shadow• Observance of mandate• Realism of illustration and colours• Observance of deadlines• Observance of publishing requirements

Objective

Standard

Statement of the Competency	Achievement Context
Use assemblage techniques to create illustrations.	<ul style="list-style-type: none"> • Given a sketch • Using the appropriate materials, tools and media for the different techniques

Elements of the Competency	Performance Criteria
1. Plan the work.	<ul style="list-style-type: none"> • Accurate analysis of the visual characteristics of the sketch • Consideration of the physical properties of the materials and media • Choice of medium based on the techniques used • Choice of tools based on the techniques used • Correct preparation of tools and media • Proper transfer of sketch to medium
2. Create a collage.	<ul style="list-style-type: none"> • Appropriate use of tools • Appropriate use of paper, cardboard or fabric • Precise cutting • Absence of jagged edges • Correct choice and application of coating • Adequate citation of sources • Observance of copyright rules
3. Produce a 3D creation.	<ul style="list-style-type: none"> • Sustained experimentation with modelling or 3D montage technique • Appropriate use of clay, modelling clay, paper, cardboard, fabric or miscellaneous objects • Adequate citation of sources • Observance of copyright rules
4. Evaluate the effectiveness of their techniques.	<ul style="list-style-type: none"> • Accurate analysis of the effects obtained using the different mixed illustration techniques • Determination of means of improving their techniques

Objective

Standard

Statement of the Competency	Achievement Context
Develop illustration techniques.	<ul style="list-style-type: none"> • Using traditional, digital or mixed illustration equipment • Using reference materials
Elements of the Competency	Performance Criteria
1. Find sources of inspiration in art.	<ul style="list-style-type: none"> • Appropriate consultation of a variety of visual sources • Judicious choice of artistic events to attend and works of art to consult • Adequate attendance of artistic events • Adequate consultation of works of art • Regular sketching in a sketch book • Demonstration of open-mindedness
2. Update their knowledge concerning illustration and visual art.	<ul style="list-style-type: none"> • Judicious choice of illustrations and works of visual art consulted • Adequate consultation of illustrations and works of visual art • Accurate evaluation of the creative and aesthetic aspects of the works • Determination of the potential of certain constituent elements of works of art for professional purposes
3. Define or choose an illustration style.	<ul style="list-style-type: none"> • Accurate analysis of their strengths and weaknesses • Justification of the illustration style chosen • Appropriate choice of illustration techniques to be developed
4. Improve their techniques.	<ul style="list-style-type: none"> • Proper application of the design principles underlying visual communication • Proper use of traditional, digital or mixed illustration techniques • Appropriate use of tutorials • Demonstration of creativity • Critique of their artistic expression and sensibility
5. Experiment with new media and techniques.	<ul style="list-style-type: none"> • Judicious choice of media and techniques to experiment with • Application of a research process using different media and techniques • Appropriate use of tutorials • Demonstration of open-mindedness and creativity

Objective

Standard

Statement of the Competency	Achievement Context
Produce advertising illustrations.	<ul style="list-style-type: none"> • Given a mandate and an advertising concept • Using the appropriate materials for traditional, digital or mixed illustration • For print materials or visual interfaces
Elements of the Competency	Performance Criteria
1. Analyze the mandate and the advertising concept.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the desired illustration style, the format, the budget and the technical publishing requirements • Identification of the principal characteristics of the product or service to be promoted • Adequate planning of production steps
2. Find additional documentation.	<ul style="list-style-type: none"> • Effective use of research tools • Relevance and quality of photographs or scans
3. Create a layout.	<ul style="list-style-type: none"> • Correct determination of proportions and format • Correct determination of degree of realism • Fine-tuning of mood and colours • Appropriate use of traditional or digital illustration techniques • Observance of the rules of composition • Observance of concept and instructions • Demonstration of creativity
4. Present the layout.	<ul style="list-style-type: none"> • Clear explanation of the layout based on the product or service to be promoted • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism • Appropriate changes made to layout
5. Produce and deliver the advertising illustration.	<ul style="list-style-type: none"> • Proper choice of technique • Proper preparation of medium or proper organization of file • Proper use of traditional, digital or mixed illustration techniques • Format of illustration in compliance with requirements • Observance of concept, layout and instructions • Demonstration of creativity • Observance of deadlines • Observance of publishing requirements

Objective

Standard

Statement of the Competency	Achievement Context
Create illustrations for literary works.	<ul style="list-style-type: none"> • Given a mandate and a literary work • Using the appropriate materials for traditional, digital or mixed illustration • For print materials or visual interfaces
Elements of the Competency	Performance Criteria
1. Analyze the mandate and the literary work.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the desired illustration style, the format, the budget and the technical publishing requirements • Accurate determination of the principal characteristics of the story, context and plot of the literary work • Adequate planning of production steps
2. Define illustration concepts for literary works.	<ul style="list-style-type: none"> • Variety of tools used to generate concepts • Effective use of research tools • Relevance and quality of photographs or scans • Concept related to the key elements of the literary work • Appropriate choice of viewing angle • Variety and clarity of sketches • Respect for the literary work and the target audience • Demonstration of creativity
3. Present the illustration concepts.	<ul style="list-style-type: none"> • Appropriate choice of sketches to be presented • Clear explanation of the sketches based on the story, context and plot of the literary work • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism
4. Create a layout.	<ul style="list-style-type: none"> • Correct determination of proportions and format • Correct determination of the degree of realism, mood and colours • Appropriate use of traditional or digital illustration techniques • Faithful or adequately accentuated representation of the subject • Adequacy between the layout and the text • Observance of the rules of composition • Observance of concept • Demonstration of creativity

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Present the layout.	<ul style="list-style-type: none">• Clear explanation of the layout based on the text and characters• Relevant answers to questions and comments• Demonstration of discernment and openness to criticism• Appropriate changes made to the layout
6. Produce and deliver the literary illustration.	<ul style="list-style-type: none">• Proper choice of technique• Proper preparation of medium or proper organization of file• Proper use of traditional, digital or mixed illustration techniques• Format of illustration in compliance with requirements• Observance of concept and layout• Demonstration of creativity• Observance of deadlines• Observance of publishing requirements

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Create editorial portraits and illustrations.	<ul style="list-style-type: none"> • Given a mandate, an article or a news item • Using the appropriate materials for traditional, digital or mixed illustration • For print materials or visual interfaces
Elements of the Competency	Performance Criteria
1. Analyze the mandate, the article or the news item.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the desired illustration style, the format, the budget and the technical publishing requirements • Accurate determination of the principal characteristics of the subject's physiology and personality • Recognition of the facts or the key components of the event • Adequate planning of production steps
2. Define concepts for the editorial portrait or illustration.	<ul style="list-style-type: none"> • Variety of tools used to generate concepts • Effective use of research tools • Relevance and quality of photographs or scans • Concept related to the key elements of the subject • Proper determination of viewing angle • Typical representation of subject • Consideration of target audience • Demonstration of creativity
3. Present the illustration concepts.	<ul style="list-style-type: none"> • Appropriate choice of sketches to be presented • Clear explanation of the sketches based on the principal characteristics of the subject's physiology and personality or of the facts or the key components of the event • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism
4. Create a layout.	<ul style="list-style-type: none"> • Correct determination of proportions and format • Correct determination of the degree of realism, mood and colours • Appropriate use of traditional or digital illustration techniques • Faithful or adequately accentuated representation of the subject • Observance of the rules of composition • Observance of concept • Demonstration of creativity

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Present the layout.	<ul style="list-style-type: none">• Clear explanation of the layout based on the principal characteristics of the subject's physiology and personality or of the facts or the key components of the event• Relevant answers to questions and comments• Demonstration of discernment and openness to criticism• Appropriate changes made to layout
6. Produce and deliver the editorial portrait or illustration.	<ul style="list-style-type: none">• Proper choice of technique• Proper preparation of medium or proper organization of file• Proper use of traditional, digital or mixed illustration techniques• Format of illustration in compliance with requirements• Observance of the concept and layout• Demonstration of creativity• Observance of deadlines• Observance of publishing requirements

Objective

Standard

Statement of the Competency	Achievement Context
Create documentary and scientific illustrations.	<ul style="list-style-type: none"> • Given a mandate and technical documentation • Using the appropriate materials for traditional, digital or mixed illustration • For print materials or visual interfaces

Elements of the Competency	Performance Criteria
1. Analyze the mandate and the technical documentation.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the desired illustration style, the format, the budget and the technical publishing requirements • Proper determination of details, assemblies or systems to be represented • Adequate planning of production steps
2. Define concepts for the documentary or scientific illustration.	<ul style="list-style-type: none"> • Variety of tools used to generate concepts • Effective use of research tools • Relevance and quality of photographs or scans • Concept related to the key elements of the subject • Proper determination of viewing angle • Variety and clarity of sketches • Consideration of target audience
3. Present the illustration concepts.	<ul style="list-style-type: none"> • Appropriate choice of sketches to be presented • Clear explanation of the sketches based on the details, assemblies or systems • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism

Elements of the Competency	Performance Criteria
4. Create a layout.	<ul style="list-style-type: none"> • Proper determination of proportions and format • Proper determination of the degree of realism and colours • Proper determination of light source • Correct balance of light and shadow • Appropriate use of traditional or digital illustration techniques • Use of the appropriate visual effects for the elements to be highlighted • Appropriate choice of viewing angles and positioning • Appropriate choice and execution of projections • Observance of conventions specific to the field of application • Observance of proportions and scales • Observance of the rules of composition • Faithful or schematic representation of the subject
5. Present the layout.	<ul style="list-style-type: none"> • Clear explanation of the layout based on the details, assemblies or systems • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism • Appropriate changes made to layout
6. Produce and deliver the documentary or scientific illustration.	<ul style="list-style-type: none"> • Proper choice of technique • Proper preparation of medium or proper organization of file • Proper use of traditional, digital or mixed illustration techniques • Correct balance of light and shadow • Format of illustration in compliance with requirements • Observance of concept and layout • Observance of deadlines • Observance of publishing requirements

Objective

Standard

Statement of the Competency	Achievement Context
Create specialized illustrations and motifs.	<ul style="list-style-type: none"> • Given a mandate and a theme • For unconventional media, print materials or visual interfaces • Using the appropriate materials for traditional, digital or mixed illustration

Elements of the Competency	Performance Criteria
1. Analyze the mandate, the theme of the illustration or motif and the requirements specific to the medium.	<ul style="list-style-type: none"> • Collection of relevant information about the client, the target audience, the event, the desired illustration or motif style, the format and the budget • Proper determination of the principal historical, natural, stylistic or symbolic characteristics of the theme • Proper determination of ornamental, textural or repetitive effects • Proper determination of spatial and production constraints related to the medium • Adequate planning of production steps
2. Define the concepts for the specialized illustration or motif.	<ul style="list-style-type: none"> • Variety of tools used to generate concepts • Effective use of research tools • Relevance and quality of photographs or scans • Concept related to the key elements of the illustration or motif • Proper determination of angles, spacing and repetition of the motif • Proper choice of technique • Variety and clarity of sketches • Observance of publishing requirements and target audience • Demonstration of creativity
3. Present the concepts for the illustration or motif.	<ul style="list-style-type: none"> • Appropriate choice of sketches to be presented. • Clear explanation of the sketches based on the principal characteristics of the theme and the effects to be produced, as well as spatial and production constraints • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
4. Create a layout.	<ul style="list-style-type: none"> • Proper determination of proportions • Proper determination of the degree of realism, mood and colours • Appropriate use of traditional or digital illustration techniques • Observance of the rules of composition • Observance of concept • Demonstration of creativity
5. Present the layout.	<ul style="list-style-type: none"> • Clear explanation of the layout based on the principal characteristics of the theme and the effects to be produced, as well as spatial and production constraints • Relevant answers to questions and comments • Demonstration of discernment and openness to criticism • Appropriate changes made to layout
6. Produce and deliver the specialized illustration or motif.	<ul style="list-style-type: none"> • Proper preparation of medium or proper organization of file • Proper use of traditional, digital or mixed illustration techniques • Format of illustration in compliance with requirements • Observance of concept and layout • Observance of deadlines • Observance of publishing requirements

Objective

Standard

Statement of the Competency	Achievement Context
Manage their own business.	<ul style="list-style-type: none"> • Given documentation from suppliers, including catalogues and price lists • Given model contracts, forms and administrative documents

Elements of the Competency	Performance Criteria
1. Organize their workspace.	<ul style="list-style-type: none"> • Proper establishment of equipment and materials acquisition and replacement plans • Appropriate choice of suppliers • Appropriate ordering of supplies • Observance of budget • Functional and ergonomic organization of physical space • Functional organization of virtual space
2. Produce promotional materials.	<ul style="list-style-type: none"> • Appropriate choice of illustrations • Branding appropriate to the business • Proper preparation of texts • Proper creation of portfolio, business card or virtual representation
3. Promote their services.	<ul style="list-style-type: none"> • Preparation of a potential client list • Appropriate consultation of business start-up experts • Appropriate use of contact networks • Appropriate choice of promotion and communication activities • Proper use of promotion and communication activities
4. Participate in an exhibition or a contest.	<ul style="list-style-type: none"> • Proper preparation of submissions • Appropriate choice of illustrations • Proper preparation of texts • Proper determination of a style and order of presentation • Appropriate self-presentation

Program-Specific Component
Specialization A: Illustration

Elements of the Competency	Performance Criteria
5. Prepare a service offer.	<ul style="list-style-type: none"> • Accurate analysis of mandate or specifications • Accurate analysis of the competition • Proper determination of production parameters • Correct estimation of the cost of supplies and expenses • Proper determination of production time • Proper determination of the types of services to outsource • Proper determination of price
6. Close deals.	<ul style="list-style-type: none"> • Punctuality and politeness • Appropriate self-presentation • Clear communication with clients and suppliers • Appropriate use of sales and negotiation techniques • Proper preparation of contracts • Observance of the rules of professional ethics
7. Perform administrative management tasks.	<ul style="list-style-type: none"> • Appropriate consultation of resource people • Proper management of suppliers • Proper monitoring of the business's accounting • Proper invoicing of services • Proper preparation of government returns • Proper monitoring of copyrights • Observance of the rules of professional ethics

Objective

Standard

Statement of the Competency	Achievement Context
Represent movements.	<ul style="list-style-type: none"> • Given a description of movements to be represented • Given simple subjects • Given video, print or digital reference materials • Using the appropriate drawing materials and an animation table • Using a stopwatch • Using the necessary equipment for the video test • Given instructions on an exposure sheet • In accordance with ergonomic rules

Elements of the Competency	Performance Criteria
1. Analyze a subject.	<ul style="list-style-type: none"> • Discernment of the subject's characteristics and physical features • Determination of the range of movements compatible with the subject's physical characteristics
2. Schematically represent the principal phases of the action.	<ul style="list-style-type: none"> • Consistency with analysis of subject and description of movements • Discernment of the influence of forces on the subject's shape and movements • Determination of the animation principles underlying the credible representation of movement
3. Draw key poses and produce the in-between drawings.	<ul style="list-style-type: none"> • Observance of the schematic representation of the phases of movement • Faithful representation of subject • Consistency of dimensions • Proper representation of volumes • Fluidity of movement • Consistency of style • Proper application of the principles of animation • Compliance with instructions on the exposure sheet
4. Verify the quality of the movements.	<ul style="list-style-type: none"> • Proper use of video tools • Identification of the strengths and weaknesses of the drawings • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Draw characters.	<ul style="list-style-type: none"> • Given model sheets • Using particular visual styles • Using the appropriate drawing materials and an animation table • In accordance with ergonomic rules

Elements of the Competency	Performance Criteria
1. Analyze the model sheets.	<ul style="list-style-type: none"> • Discernment of: <ul style="list-style-type: none"> – the style of drawing – the proportions – the subjects' personalities
2. Draw a geometric construction of the characters.	<ul style="list-style-type: none"> • Logical and simple construction • Construction consistent with the characters' appearance • Construction conducive to animation
3. Sketch the different views of the characters.	<ul style="list-style-type: none"> • Observance of style • Consistency between views • Mastery of the principles of perspective • Observance of the characters' respective proportions • Proper representation of the characters' anatomical details and characteristic poses
4. Finalize the sketches.	<ul style="list-style-type: none"> • Observance of style • Neatness of drawing • Line cleanness • Faithful representation of models • Presence of all drawing elements
5. Assess the quality of the drawings.	<ul style="list-style-type: none"> • Identification of the strengths and weaknesses of the drawings • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Represent the anatomy of a living creature in action.	<ul style="list-style-type: none"> • Representing subjects in motion • Using reference materials to help represent human races, animal species and anatomy • Based on the observation of subjects in their natural habitat, live models and photographs • Using the appropriate drawing materials • In compliance with drawing method specifications
Elements of the Competency	Performance Criteria
1. Analyze the anatomical characteristics of the subject.	<ul style="list-style-type: none"> • Discernment of physical and morphological characteristics: <ul style="list-style-type: none"> – of the race or species – similar to those of other races or species – specific to the subject • Discernment of anatomical changes caused by movement • Correct estimation of body proportions
2. Schematically represent a pose characteristic of movement.	<ul style="list-style-type: none"> • Choice of the pose that best represents the movement • Simple representation • Proper representation of the characteristics of the pose: <ul style="list-style-type: none"> – distribution of weight – nature of contact with the ground • Accurate dynamic line • Accurate proportions
3. Sketch the subject in action.	<ul style="list-style-type: none"> • Cursory representation of the entire subject • Accurate proportions • Representation of anatomy, silhouette and pose according to the movement • Compliance with instructions concerning the size of the drawing
4. Refine the representation of the subject in action.	<ul style="list-style-type: none"> • Accurate representation of the anatomical details: <ul style="list-style-type: none"> – limbs and joints – changes to the muscles caused by movement • Proper representation of pose • Accurate lines • Observance of the principles of perspective • Neatness of drawing

Objective

Standard

Statement of the Competency	Achievement Context
<p>Animate a character.</p>	<ul style="list-style-type: none"> • For a shot or short sequence • Given video, print or digital reference materials • Given a character model and a short storyboard • Using the appropriate drawing materials and an animation table • Using a stopwatch • Using the necessary equipment for the video test • In accordance with deadlines • While demonstrating constant rigour in their work • In accordance with ergonomic rules
Elements of the Competency	Performance Criteria
<p>1. Analyze the storyboard and the character model.</p>	<ul style="list-style-type: none"> • Accurate interpretation of the action to be reproduced • Identification of the character's different physical characteristics • Discernment of the character's psychological state
<p>2. Schematically represent the principal phases of the action.</p>	<ul style="list-style-type: none"> • Movements compatible with the character's physical characteristics and psychological state • Discernment of the influence of forces on the character's shape and movements • Application of the animation principles underlying the credible representation of movement • Consistency with storyboard
<p>3. Determine the duration of each phase of the action.</p>	<ul style="list-style-type: none"> • Durations conducive to the readability and credibility of the action • Consideration of the character's physical characteristics and psychological state • Proper use of exposure sheets

Elements of the Competency	Performance Criteria
4. Sketch the key poses and in-between drawings.	<ul style="list-style-type: none"> • Observance of the schematic representation of the phases of the action • Faithful representation of model • Credible representation of anatomical characteristics • Consistency of dimensions • Proper representation of volumes • Fluidity and credibility of movements • Consistency of style • Simple forms • Observance of the principles of animation • Observance of the principles of perspective • Continuity of action from one shot to the next • Numbering of every drawing
5. Verify the quality of the movements.	<ul style="list-style-type: none"> • Proper use of video tools • Identification of the strengths and weaknesses of the drawings • Suggestion of solutions to the problems identified
6. Finalize the sketches.	<ul style="list-style-type: none"> • Line cleanness • Presence of all elements • Neatness of drawing • Observance of key poses and in-between drawings • Preservation of the 3D aspect of the shapes

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the cinematographic techniques used in an animated film.	<ul style="list-style-type: none"> • Given films from different historical and artistic movements representative of film and animation • Given video, print or digital reference materials • Using the equipment needed to view quality and stop on an image
Elements of the Competency	Performance Criteria
1. Interpret the message conveyed by the film.	<ul style="list-style-type: none"> • Discernment of the protagonists • Accurate description of the roles played by the protagonists • Accurate summary of the plot • Discernment of the key moments in the plot such as: <ul style="list-style-type: none"> – set-up – climaxes – development – resolution • Discernment of the meaning of the film and the values it conveys
2. Recognize the film’s visual and sound elements.	<ul style="list-style-type: none"> • Accurate explanation of the animation technique used • Comprehensive list of the visual language and cinematographic technique elements used, such as the breakdown of action, shot values, composition, camera angles, camera movements, lighting and optical principles • Comprehensive list of the sound elements used, such as dialogue, narration, music, sound effects, on-screen and off-screen sound • Use of appropriate terminology
3. Make connections between the film’s message and plot and the visual and sound elements used.	<ul style="list-style-type: none"> • Explanation of the function of the elements of visual language, cinematographic techniques and sound elements used • Discernment of the meaning of the elements of visual language, cinematographic techniques and sound elements used • Justification of the animation technique used with respect to the film’s message and plot

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
4. Analyze the historic and artistic movements associated with the film.	<ul style="list-style-type: none">• Discernment of contemporary historical events• Accurate description of the state of the industry and cinematographic techniques when the film was made• Discernment of the influence of the historical context on the film's message and plot and on the technique used to make the film• Discernment of the influence of earlier works on the film

Objective

Standard

Statement of the Competency	Achievement Context
Create backgrounds and props.	<ul style="list-style-type: none"> Given video, print or digital reference materials Using a particular visual style Using the appropriate drawing materials and an animation table Given a script and character models In accordance with ergonomic rules

Elements of the Competency	Performance Criteria
1. Analyze the script.	<ul style="list-style-type: none"> Accurate recognition of the historical, geographic and dramatic contexts Recognition of the function of the backgrounds and props with respect to mood and action Accurate explanation of the relationships between the characters, backgrounds and props
2. Research and choose documentation.	<ul style="list-style-type: none"> Variety of research tools used Effective use of research tools Selection of elements conducive to the credibility of the backgrounds and props
3. Sketch visual proposals.	<ul style="list-style-type: none"> Faithfulness to script Variety of visual proposals Observance of perspective principles Accurate proposals Balanced composition Observance of style Simple forms Consistent views Credible representation of the architectural details of the backgrounds and the use of the props Consideration of cinematographic language Choice of visual proposals that best represent the context of the script
4. Finalize the sketches.	<ul style="list-style-type: none"> Observance of style Neatness of drawing Clean lines Faithfulness to sketches Credible rendering of materials
5. Assess the quality of the drawings.	<ul style="list-style-type: none"> Identification of the strengths and weaknesses of the drawings Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
<p>Represent a subject's emotions and feelings.</p>	<ul style="list-style-type: none"> • Representing a subject in a pose that conveys a feeling or emotion • Using reference materials to facilitate the representation of facial expressions and body language • Based on the observation of subjects in their natural habitat, live models and photographs • Using the appropriate drawing materials • In compliance with drawing production and presentation specifications

Elements of the Competency	Performance Criteria
<p>1. Analyze the subject and its pose.</p>	<ul style="list-style-type: none"> • Recognition of the subject's physical and morphological characteristics • Recognition of the telltale signs of feeling or emotion in the subject: <ul style="list-style-type: none"> – pose – facial expression • Correct estimation of body proportions
<p>2. Sketch the pose.</p>	<ul style="list-style-type: none"> • Cursory representation of the entire subject • Observance of the subject's anatomy, silhouette, pose and facial expression • Accuracy of proportions • Compliance with drawing size specifications
<p>3. Refine the representation of the subject's feeling or emotion.</p>	<ul style="list-style-type: none"> • Accentuation of the pose and facial expression to convey the feeling or emotion • Credible representation of the subject's anatomy • Proper use of light and shadow • Expressiveness of the drawing • Observance of perspective principles • Neatness of drawing

Objective

Standard

Statement of the Competency	Achievement Context
Create characters.	<ul style="list-style-type: none"> • Given video, print or digital reference materials • Using a particular visual style • Using the appropriate drawing materials and an animation table • Given a script and background models • In accordance with ergonomic rules
Elements of the Competency	Performance Criteria
1. Analyze the script.	<ul style="list-style-type: none"> • Discernment of the historical, geographic, cultural and narrative contexts • Accurate explanation of the role of characters and their relationship • Correct description of the characters' personalities
2. Resarch and select documentation.	<ul style="list-style-type: none"> • Variety and relevance of reference materials • Effective use of reference materials • Selection of visual elements and conventions to: <ul style="list-style-type: none"> – convey the characters' personalities – ensure the characters' credibility
3. Sketch visual proposals for characters.	<ul style="list-style-type: none"> • Faithfulness to script • Variety of visual proposals • Relevance of characters' clothing and morphological characteristics • Observance of style • Simple forms • Construction conducive to animation • Choice of visual proposals that best represent the subject
4. Finalize the selected visual proposals.	<ul style="list-style-type: none"> • Geometric constructions consistent with the visual proposals • Simple constructions • Consistent views • Credible representation of the characters' anatomical details and characteristics • Proper determination of the characters' relative sizes • Accurate representation of the characters' expressions • Observance of perspective principles • Characters consistent with the background

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
5. Sketch the characters' characteristic poses.	<ul style="list-style-type: none">• Appropriate poses for the characters' personalities and emotions• Variety of poses• Consistency with the characters' geometric construction and anatomy• Dynamic poses• Observance of style
6. Finalize the sketches.	<ul style="list-style-type: none">• Observance of style• Neatness of drawing• Line cleanness• Faithfulness to sketches
7. Assess the quality of the drawings.	<ul style="list-style-type: none">• Identification of the strengths and weaknesses of the drawings• Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Determine the colours for a project.	<ul style="list-style-type: none"> • Given concept drawings and project specifications • Using gouache, watercolour, a computer and image processing software

Elements of the Competency	Performance Criteria
1. Analyze the concept drawings and the project specifications.	<ul style="list-style-type: none"> • Recognition of the target audience and its characteristics • Recognition of the historical, geographic, cultural and narrative contexts • Accurate evaluation of the project's constraints
2. Choose the colouring technique.	<ul style="list-style-type: none"> • Variety of tests • Choice of technique that best represents the desired mood
3. Make colour proposals for the backgrounds and characters.	<ul style="list-style-type: none"> • Enhancement of concept drawings • Variety of proposals • Colours consistent with the desired mood and style • Realism of proposals with respect to the project's time and technical constraints • Colours and contrasts applicable to every situation in the project • Compatibility of palette with final medium (film, video, etc.) • Proper determination of light sources • Colour compositions consistent with additive and subtractive colour theories • Choice of the most appropriate proposal
4. Verify the proposal's effectiveness for a particular shot	<ul style="list-style-type: none"> • Proper application of the colours chosen • Adaptation of colours to the specific nature of the shot • Identification of the strengths and weaknesses of the proposal • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Draw key poses and background outlines for a sequence.	<ul style="list-style-type: none"> • Using a framing template • Given a storyboard and exposure sheets • Given model sheets • Using the appropriate drawing materials and an animation table • Using a particular visual style • In accordance with deadlines • In accordance with ergonomic rules

Elements of the Competency	Performance Criteria
1. Interpret the documents.	<ul style="list-style-type: none"> • Accurate interpretation of the instructions on the exposure sheets • Proper selection of models • Determination of the appropriate field sizes • Recognition of the appropriate camera movements
2. Sketch the elements of the shots.	<ul style="list-style-type: none"> • Balanced and effective composition • Compliance with the instructions in the storyboard and exposure sheets • Observance of visual style and models • Proper representation of proportions • Accurate perspective • Consideration of camera movements • Accurate planning of the separation of the drawings into layers • Consistent shots
3. Draw the field guides.	<ul style="list-style-type: none"> • Observance of set-up • Precision and clarity of technical annotations • Neatness and accuracy of drawing • Proper use of framing template
4. Sketch the background outlines and associated elements.	<ul style="list-style-type: none"> • Observance of set-up • Observance of visual style and models • Accurate perspective • Simple forms

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
5. Draw the key poses.	<ul style="list-style-type: none"> • Observance of set-up • Observance of visual style and models • Number of poses making it possible to understand the action • Poses consistent with the characters' geometric construction, anatomy, personalities and emotions • Observance of storyboard and exposure sheets • Poses conducive to animation • Simple forms • Continuity of action from one shot to the next
6. Finalize the sketches.	<ul style="list-style-type: none"> • Observance of visual style and models • Neatness of drawing • Clean lines • Accurate identification and numbering of the elements of the shots • Methodical organization of drawings in a file
7. Assess the quality of the drawings.	<ul style="list-style-type: none"> • Identification of the strengths and weaknesses of the drawings • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Animate characters based on dialogue.	<ul style="list-style-type: none"> • For a short sequence • Given video or print reference materials • Given a short storyboard, models and recorded dialogue • Using a stopwatch • Using the appropriate drawing materials and an animation table • Using the equipment needed for the audio decoding and the video test • In accordance with deadlines • In accordance with ergonomic rules • While demonstrating constant rigour in their work

Elements of the Competency	Performance Criteria
1. Analyze the storyboard and character models.	<ul style="list-style-type: none"> • Accurate interpretation of the action to be reproduced • Identification of the characters' different physical characteristics • Recognition of the characters' personalities and psychological state
2. Analyze the characters' words.	<ul style="list-style-type: none"> • Recognition of phonemes and their respective durations • Faithful transposition of phonemes and their durations on the exposure sheets • Accurate interpretation of the meaning of the characters' words and the emotions they are conveying
3. Schematically represent the principal phases of the action.	<ul style="list-style-type: none"> • Consistency with storyboard • Movements consistent with the characters': <ul style="list-style-type: none"> – physical characteristics – personality – psychological state • Application of the animation principles underlying the credible representation of movement • Consideration of the meaning of the message and the emotions it conveys

Elements of the Competency	Performance Criteria
4. Determine the duration of each phase of the action.	<ul style="list-style-type: none"> • Durations conducive to the readability and credibility of the action • Consideration of the characters' physical characteristics, personality and psychological state • Consideration of message • Actions synchronized with words • Proper use of exposure sheets
5. Sketch the key poses and the in-between drawings.	<ul style="list-style-type: none"> • Observance of the schematic representation of the phases of the action • Consistency and synchronization of facial expressions and lip movements with words • Faithful representation of model • Credible representation of anatomical characteristics • Consistency of dimensions • Proper representation of volumes • Fluidity and credibility of movements • Consistency of style • Simple forms • Observance of animation principles • Continuity of action from one shot to the next • Numbering of sketches
6. Verify the quality and the synchronization of the movements.	<ul style="list-style-type: none"> • Proper use of video tools • Identification of the strengths and weaknesses of the drawings • Suggestion of solutions to the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Create and animate visual effects.	<ul style="list-style-type: none"> • Given a storyboard • Using a particular visual style • Given technical specifications • Given video, print or digital reference materials • Using a stopwatch • Using the appropriate drawing materials, an animation table, a computer and image processing software • Using the necessary equipment for the video test • In accordance with ergonomic rules • Demonstrating constant rigour in their work

Elements of the Competency	Performance Criteria
1. Analyze the storyboard and the technical constraints of the project.	<ul style="list-style-type: none"> • Discernment of the style and dramatic context of the project • Discernment of the effects used in relation to the action and mood • Production of an comprehensive list of effects to be produced • Discernment of the constraints of the project's production system
2. Research and select documentation.	<ul style="list-style-type: none"> • Variety of research tools used • Effective use of research tools • Selection of technical details and visual conventions conducive to the credibility of the visual effects
3. Sketch visual proposals for the visual effects.	<ul style="list-style-type: none"> • Observance of style and storyboard • Variety of visual proposals • Simple forms • Consideration of the project's technical constraints • Design conducive to the animation of the effects • Observance of perspective principles • Choice of visual proposals that best represent the context of the storyboard

Elements of the Competency	Performance Criteria
4. Verify and ensure visual effects' effectiveness.	<ul style="list-style-type: none"> • Schematic representation of the key phases in the effects' time line • Accurate determination of the duration of the effects' phases • Proper production of the key poses and in-between drawings • Proper use of video tools • Identification of the effects' strengths and weaknesses • Relevant suggestions for improvements
5. Determine the effects' final appearance.	<ul style="list-style-type: none"> • Selection of drawings representative of the effects' phases • Accurate planning of the separation of the drawings into layers • Proper scanning of drawings • Appropriate choice and application of colours to the effects • Proper adjustment of the transparency and brightness of the layers • Appropriate saving of effects
6. Assess the rendering of the effects.	<ul style="list-style-type: none"> • Identification of the strengths and weaknesses of the rendering • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Digitally process and assemble animation drawings.	<ul style="list-style-type: none"> • For an animation sequence involving at least 30 drawings • Using a 2D computer-assisted production system • Given exposure sheets, animation drawings and the corresponding storyboard • Given specified palettes and colour models • In accordance with ergonomic rules
Elements of the Competency	Performance Criteria
1. Analyze the project.	<ul style="list-style-type: none"> • Discernment of style • Accurate interpretation of action • Identification of all of the elements related to the colouring of the project
2. Verify and ensure the quality of the drawings to be scanned.	<ul style="list-style-type: none"> • Correct order and numbering of drawings • Identification of all the problems that could compromise the colouring process, such as open lines, insufficient contrast and missing details • Meticulous touch-ups
3. Create the digital exposure sheet.	<ul style="list-style-type: none"> • Logical organization of files • Exposure sheet consistent with: <ul style="list-style-type: none"> – the original exposure sheet – the key poses and background outlines • Labelling of elements in accordance with system and project needs • Proper planning of camera movements • Appropriate saving of data
4. Scan the drawings.	<ul style="list-style-type: none"> • Proper adjustment of scanner: <ul style="list-style-type: none"> – contrast – resolution – position of register marks – field size – tolerance threshold of cleaning tools • Observance of order of drawings • Scanning of all drawings from the appropriate level
5. Do a preliminary verification of the animation.	<ul style="list-style-type: none"> • Complete list of animation problems • Suggestion of plausible solutions to the problems raised

Elements of the Competency	Performance Criteria
6. Colour the drawings.	<ul style="list-style-type: none">• Selection of the appropriate colour palette and models• Rapid and precise execution• Proper colouring of all areas• Detection and closure of all open lines• Observance of models• Effective work method• Appropriate saving of drawings
7. Verify and finish the sequence.	<ul style="list-style-type: none">• Complete list of errors and inconsistencies• Consistency with original exposure sheet• Proper adjustment of camera movement parameters and effects• Relevant effects added, such as colour changes, addition of texture and brightness• Choice of final resolution and appropriate file format

Objective

Standard

Statement of the Competency	Achievement Context
Animate a 3D character.	<ul style="list-style-type: none"> • For a shot or short sequence • Given a storyboard and a character model in a simple environment • Given video, print or digital reference materials • Using a stopwatch, a computer station and 3D animation software • Using a file management method • In accordance with ergonomic rules

Elements of the Competency	Performance Criteria
1. Analyze the storyboard and the character model.	<ul style="list-style-type: none"> • Accurate interpretation of the action to be reproduced • Accurate identification of the character's physical characteristics • Recognition of the character's psychological state
2. Create the work file.	<ul style="list-style-type: none"> • Logical organization of files • Proper naming of files • Appropriate saving of data
3. Construct the character's skeletal structure.	<ul style="list-style-type: none"> • Skeleton consistent with model • Proper positioning of rotation axes • Accurate limitation of rotation angles • Observance of the character's anatomy • Proper naming of objects • Appropriate saving of data
4. Position and animate the light sources and the camera.	<ul style="list-style-type: none"> • Framing consistent with storyboard • Credibility of lighting effects • Lighting conducive to the readability of the action • Animation consistent with storyboard • Appropriate saving of data

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
5. Determine the key poses for the primary and secondary action.	<ul style="list-style-type: none">• Observance of storyboard• Proper positioning of model in its environment• Poses for primary and secondary action compatible with the character's personality and physical and psychological characteristics• Discernment of the influence of forces on the character's shape and movements• Application of the animation principles permitting the credible representation of the character• Continuity of action from one shot to the next• Secondary action consistent with primary action• Appropriate saving of data
6. Verify the quality of the animation and generate the rendering.	<ul style="list-style-type: none">• Identification of the strengths and weaknesses of the animation• Suggestion of solutions to the problems identified• Adjustment of rendering parameters in accordance with the requirements of the sequence• Appropriate saving of data

Objective

Standard

Statement of the Competency	Achievement Context
Produce an animation.	<ul style="list-style-type: none"> • Given a script and total film time specifications • Given a sound effects bank and video, print or digital reference materials • Using the appropriate drawing materials and an animation table • Using a stopwatch • Using a computer-assisted 2D production system, image processing software and a digital editing station • Using the equipment needed for the audio decoding and the video test • In accordance with deadlines • In accordance with ergonomic rules
Elements of the Competency	Performance Criteria
1. Analyze the script.	<ul style="list-style-type: none"> • Recognition of the historical, geographic and narrative contexts • Accurate interpretation of the action and mood to be reproduced • Identification of inconsistencies in the script • Realistic estimation of the duration of the film • Proper listing of elements to be created
2. Create the visual aspect of the project.	<ul style="list-style-type: none"> • Variety of visual proposals • Choice of visual style conducive to animation • Consideration of the production's technical constraints • Consistent style of elements • Proper design and representation of models • Simple forms • Appropriate choice of colours • Choice of visual proposals that best represent the context of the script
3. Develop the storyboard.	<ul style="list-style-type: none"> • Observance of script and pre-established style • Proper breakdown of the action • Clarity of drawings and technical indications • Consideration of technical constraints • Proper use of cinematographic language and techniques

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
4. Time the shots and the film.	<ul style="list-style-type: none"> • Proper scanning of storyboard • Determination of a duration for each shot, ensuring: <ul style="list-style-type: none"> – the audience’s ability to understand the action – effective narration • Compliance with total film time specifications • Proper use of digital tools
5. Plan project’s production.	<ul style="list-style-type: none"> • Realistic assessment of the work to be done: <ul style="list-style-type: none"> – number of backgrounds to draw – number of animation drawings – colouring of drawings – assembly of elements • Realistic estimation of the duration of each step
6. Produce the background outlines and the animation drawings.	<ul style="list-style-type: none"> • Observance of models and style • Proper positioning of elements • Observance of perspective principles • Proper representation of the characters’ anatomy, personality and emotions • Proper representation of movements • Neatness and accuracy of drawing • Periodic verification of the animation quality
7. Process the drawings.	<ul style="list-style-type: none"> • Proper scanning of drawings • Meticulous colouring of drawings • Cleanly scanned drawings
8. Assemble the elements of the project.	<ul style="list-style-type: none"> • Accurate indications on the digital exposure sheet • Shot compilation consistent with animatics • Relevance and proper integration of sound elements • Proper use of digital tools
9. Assess the quality of the project.	<ul style="list-style-type: none"> • Identification of the strengths and weaknesses of the work • Suggestion of ways to remedy the problems identified

Objective

Standard

Statement of the Competency	Achievement Context
Manage their career.	<ul style="list-style-type: none"> • Given magazines, newspapers and employer databases • Given sample job-search documents • Given dictionaries, grammatical guides and reference tools

Elements of the Competency	Performance Criteria
1. Make a personal assessment.	<ul style="list-style-type: none"> • Recognition of their strengths, weaknesses and limitations • Emphasis on their personal and professional achievements • Preparation of a portfolio highlighting their competencies
2. Explore the animation industry.	<ul style="list-style-type: none"> • Use of relevant sources of information • Demonstration of discernment, imagination and enthusiasm • Consideration of hiring policies in their field • Establishment of contact with company representatives • Collection of relevant information about their job search • Preparation of a list of potential employers and identification of employers to re-contact
3. Produce a cover letter and résumé.	<ul style="list-style-type: none"> • Observance of presentation standards • Observance of proper spelling and grammar • Inclusion of the expected information • Relevance of the cover letter and resume to the position sought
4. Participate in a job interview.	<ul style="list-style-type: none"> • Collection of information about the company prior to the interview • Observance of the rules of politeness and courtesy • Convincing demonstration of their interest in the position and their ability to meet the requirements • Concern for the image conveyed • Effective communication with employer • Appropriate presentation of portfolio • Stress management
5. Follow up with employers.	<ul style="list-style-type: none"> • Use of effective means of obtaining feedback from employers • Appropriate follow-up to interview

Program-Specific Component
Specialization B: Animation

Elements of the Competency	Performance Criteria
6. Develop a strategy for keeping a job.	<ul style="list-style-type: none">• Determination of effective means of:<ul style="list-style-type: none">– rectifying their shortcomings and overcoming their weaknesses– diversifying their competencies• Determination of means of:<ul style="list-style-type: none">– understanding the employer’s expectations– verifying the employer’s satisfaction
7. Analyze their career potential.	<ul style="list-style-type: none">• Determination of realistic short- and medium-term career goals• Analysis of the possibility of benefiting from professional development within and outside the company• Accurate evaluation of employment prospects in related fields• Accurate evaluation of their abilities and goals with respect to entrepreneurship

General Education Component Common to All Programs and General Education Component Specific to the Program

General Education Component Common to All Programs

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the discourse.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2 $\frac{2}{3}$

Objective**Standard****Statement of the Competency**

Apply an analytical approach to literary genres.

Elements of the Competency**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2½

Objective**Standard****Statement of the Competency**

Apply an analytical approach to a literary theme.

Elements of the Competency**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2½

Objective

Standard

Statement of the Competency

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency

Performance Criteria

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Formulate an oral or a written discourse.	<ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse
4. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Periods of instruction: 60
 Credits: 2

Objective**Standard****Statement of the Competency**

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-1-3
 Credits: 2 $\frac{1}{3}$

Humanities

Code: 4HU1

Objective**Standard****Statement of the Competency**

Apply a critical thought process to world views.

Elements of the Competency**Performance Criteria**

1. Describe world views.	<ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	<ul style="list-style-type: none"> • Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-0-3
 Credits: 2

Objective

Standard

Statement of the Competency

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency

Performance Criteria

1. Situate significant ethical issues in appropriate world views and fields of knowledge.

- Accurate recognition of the basic elements of ethical issues
- Appropriate use of relevant terminology
- Adequate identification of the main linkages with world views and fields of knowledge

2. Explain the major ideas, values, and social implication of ethical issues.

- Adequate description of the salient components of the issues

3. Organize the ethical questions and their implications into coherent patterns.

- Coherent organization of the ethical questions and their implications
- Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues

4. Debate the ethical issues.

- Adequate development of substantiated argumentation including context and diverse points of view
- Clear articulation of an individual point of view
- Appropriate use of revision strategies
- Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Periods of instruction: 45
 Credits: 2

French as a Second Language (Level I)

Code: 4SF0

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in standard French.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective**Standard****Statement of the Competency**

Communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective**Standard****Statement of the Competency**

Communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective

Standard

Statement of the Competency

Explore a cultural and literary topic.

Elements of the Competency

Performance Criteria

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its sociocultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Write and revise a short text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Understand the meaning and characteristics of a text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the text • Accurate identification of the characteristics of the text • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the text • Accurate description of the general meaning and essential ideas of the text
3. Convey a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
4. Understand the meaning of a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the message • Accurate identification of the characteristics of the message • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text related to the student's field of study.

- Appropriate use of specialized vocabulary and of conventions specific to different types of texts
- Respect for the level of language and rules of grammar and spelling
- Clear and coherent formulation of the text
- Appropriate use of writing techniques

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Differentiate the types of texts specific to the student's field of study.

- Accurate identification of the formal characteristics of each of the main types of texts and the conventions used

4. Analyze texts representative of the student's field of study.

- Accurate identification of the main elements of the text
- Accurate interpretation of specialized vocabulary
- Accurate identification of the ideas and subjects dealt with
- Appropriate use of reading and listening techniques

Learning Activities

Discipline: French as a Second Language
 Periods of instruction: 45
 Credits: 2

Objective**Standard****Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Produce a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Comment on texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline: French as a Second Language
 Periods of instruction: 45
 Credits: 2

Objective

Standard

Statement of the Competency

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency

Performance Criteria

1. Establish the relationship between one's lifestyle habits and health.

- Proper use of documentation from scientific research or the media
- Recognition of the influence of social and cultural factors on the practice of physical activity
- Pertinent links made between one's lifestyle habits and the impact they have on health

2. Be physically active in a manner that promotes one's health.

- Respect for the rules specific to the physical activity practised
- Respect for codes of ethics, safety rules and regulations when being physically active
- Respect for one's abilities when practising physical activities

3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.

- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition
- Overall assessment of one's needs and abilities in terms of physical activity
- Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis

4. Propose physical activities that promote one's health.

- Appropriate choice of physical activities according to one's needs, abilities and motivational factors
- Use of clear reasoning to explain the choice of physical activity

Learning Activities

Discipline: Physical Education
 Weighting: 1-1-1
 Credits: 1

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

Discipline: Physical Education
 Weighting: 0-2-1
 Credits: 1

Objective

Standard

Statement of the Competency

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

Learning Activities

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues • Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> • Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> • Presentation of contemporary issues by highlighting the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction: 45 Credits: 2 Note: Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> Working alone Using a written commentary on a scientific discovery or technological development In an essay of approximately 750 words

Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> Brief description of the essential characteristics of scientific thinking, including quantification and demonstration Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> Working alone or in groups Applying the standard scientific method to a given, simple scientific and technological problem Using common scientific instruments and reference materials (written or other)

Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> Clear, precise description of the problem Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> Pertinence, reliability and validity of the experimental method used Observance of established experimental method Appropriate choice and use of instruments Clear, satisfactory presentation of results Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least eight lines of dialogue – in a written text consisting of at least eight sentences • For modern non–Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least six lines of dialogue – in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation

Elements of the Competency	Performance Criteria
4. Write a text on a given subject.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.</p> <p>Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin-alphabet languages • Based on: <ul style="list-style-type: none"> • common situations in everyday life • simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue

Elements of the Competency	Performance Criteria
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none">• Appropriate use of language structures in main or subordinate clauses• Appropriate application of grammar rules• Use of verbs in the present and past indicative• Appropriate use of enriched basic vocabulary and idiomatic expressions• Coherent sequencing of sentences of average complexity• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words Using different personally selected concrete examples

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> Identification of basic notions and concepts Identification of the main branches of mathematics or computer science Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> Identification of several major influences Explanation of the way in which mathematics or computer science have changed certain human and organizational realities Recognition of the advantages and disadvantages of these influences

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.
Use code 204 for a multidisciplinary course.
Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines

Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines

Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Harmonization

The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Illustration and Animation* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Illustration and Animation*.

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