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| **CURRICULUM AREA: The Arts: Visual Communication Design** | | |
| **Context:**  Students investigate the field of Communication design through logos and symbols, to create an app logo/graphic button.  **Content Descriptions:**   * Explore and apply methods, materials, media, design elements and design principles to create and present visual communications [(VCAVCDE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE001) * Use manual and digital drawing methods and conventions to create a range of visual communications [(VCAVCDV002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDV002) * Develop and present visual communications for different purposes, audiences and in response to specific needs [(VCAVCDP003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP003) | | |
|  | **Example of Indicative Progress towards Levels 7 and 8 Achievement Standard** | **Visual Communication Design Levels 7 and 8 Achievement Standard** |
|  | In **Visual Communication Design**, indicative progression towards the Level 7 & 8 achievement standard may be when students:   * identify the purpose and use of design elements and principles in a logo on a portable digital device such as a smart phone. * Identify and apply visualisation drawing methods to generate logo ideas. * refine logo ideas using elements and principles and manual drawing methods. * create final presentation of logo using some tools of a vector graphics program. | By the end of Level 8:  Students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices  Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications  Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places.  They identify and describe practices of visual communication designers in visual communications from different cultures, times and places. |

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| **CURRICULUM AREA: The Arts: Visual Communication Design** | | |
| **Context:** Students explore 3D character and location design in games. Inspired by M.C. Escher and contemporary games for devices, students create characters and locations using isometric drawing methods and digital media.  **Content Descriptions:**   * Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience [(VCAVCDE006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE006) * Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design[(VCAVCDV008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDV008) * Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts [(VCAVCDR011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR011) | | |
| **Visual Communication Design Levels 7 and 8 Achievement Standard** | **Example of Indicative Progress towards Levels 9 and 10 Achievement Standard** | **Visual Communication Design Levels 9 and 10 Achievement Standard** |
| By the end of Level 8:  Students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts.  They apply this knowledge in the development of their own visual communication practices  Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications  Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places  They identify and describe practices of visual communication designers in visual communications from different cultures, times and places. | In Visual Communication Design, indicative progression towards the Levels 9 and 10 achievement standard may be when students:   * respond to the designs of game series Monument Valley (created by *‘Us Two’*) by analysing the design elements and principles and to determine an audience. * provide some comparison of the game designs to the historical illustrations of M.C. Escher * generate and develop concepts in response to the brief, using some critical thinking to focus further development. * use paraline drawing methods in a final presentation to fulfil the needs of the brief. The student has not resolved the presentation using design elements and principles. * evaluate the effectiveness of their final presentation in a report or oral presentation. | By the end of Level 10:  Students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information.  Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs.  They evaluate, reflect on, refine and justify their decisions and aesthetic choices.  Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields.  They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. |