VCE Visual Communication Design (2024-2028)

Study specifications

Implementation

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA
State Government

Study Specifications: Study design p.12-18

- Visual language
- Visual communication practices
- Design thinking
- The VCD design process
- Design, ideas, concepts and solutions
- Methods, media and materials
- Design elements and principles
- Fields of design practice
- Aboriginal and Torres Strait Islander histories and cultures
- Intellectual property and copyright
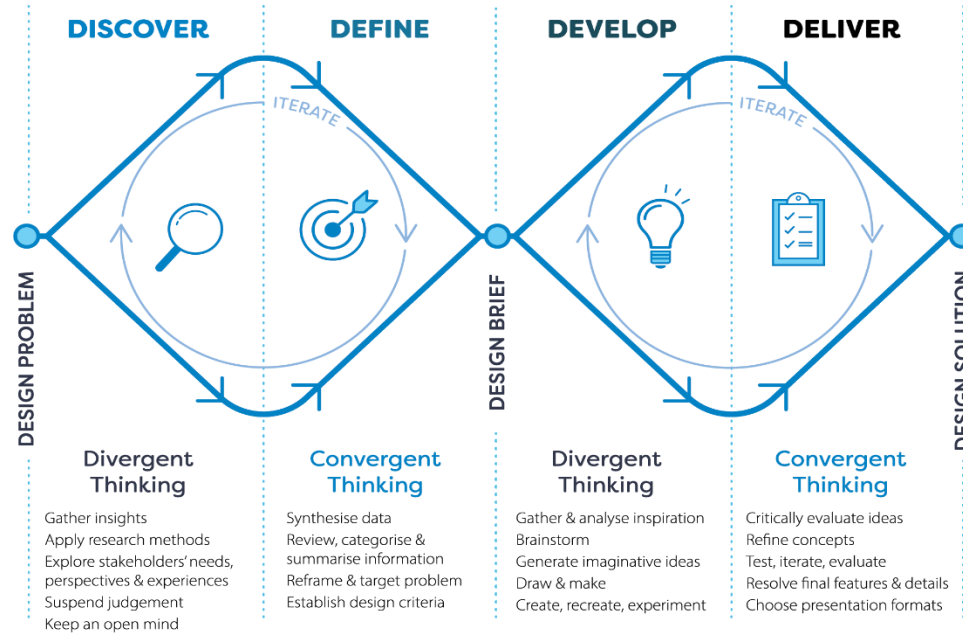- Terms used in the study
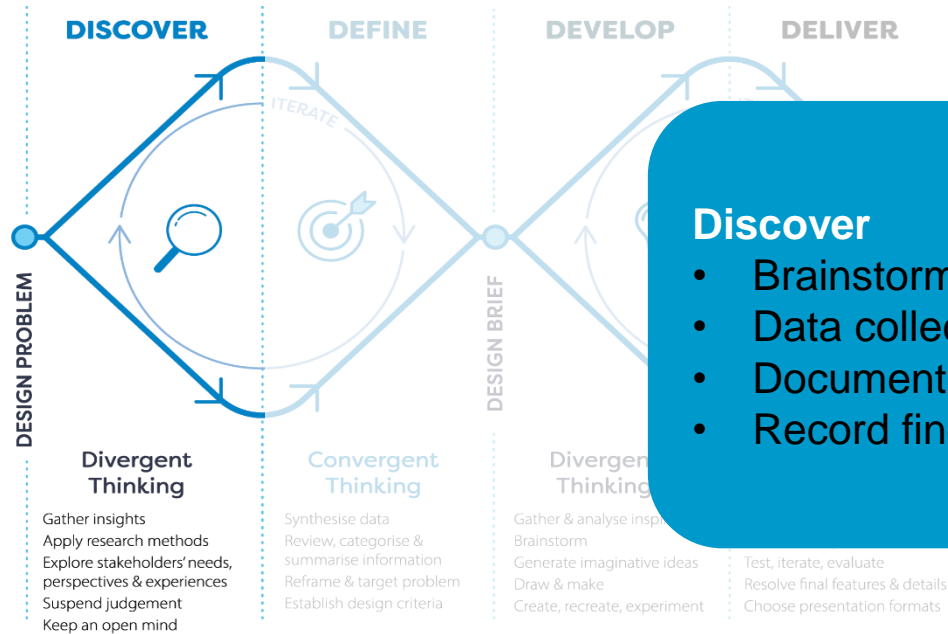
Design thinking

Divergent thinking
Open minded
curious

Convergent thinking
analytical critical
reflective
comparative

The VCD Design Process

The VCD Design Process: Discover

DISCOVER **DEFINE** **DEVELOP** **DELIVER**

ITERATE

DESIGN PROBLEM

DESIGN BRIEF

Divergent Thinking

Gather insights
Apply research methods
Explore stakeholders' needs, perspectives & experiences
Suspend judgement
Keep an open mind

Convergent Thinking

Synthesise data
Review, categorise & summarise information
Reframe & target problem
Establish design criteria

Divergent Thinking

Gather & analyse insp
Brainstorm
Generate imaginative ideas
Draw & make
Create, recreate, experiment

Test, iterate, evaluate
Resolve final features & details
Choose presentation formats

Discover
- Brainstorming
- Data collection
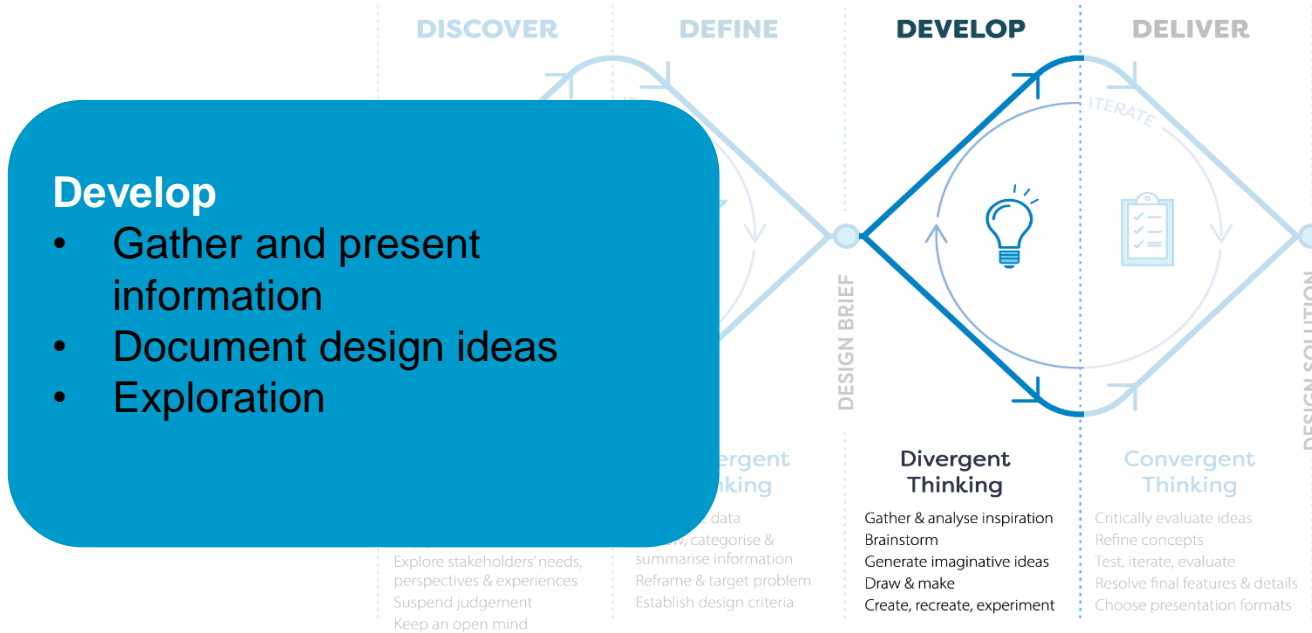- Document insight
- Record findings
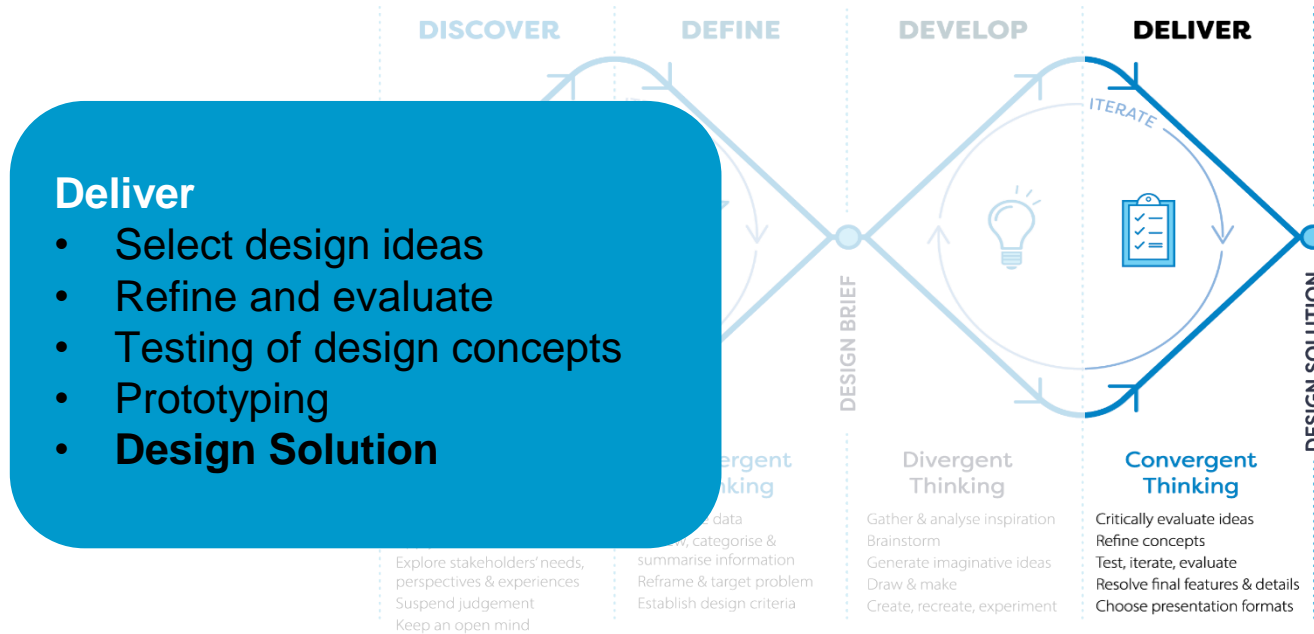
The VCD Design Process: Define
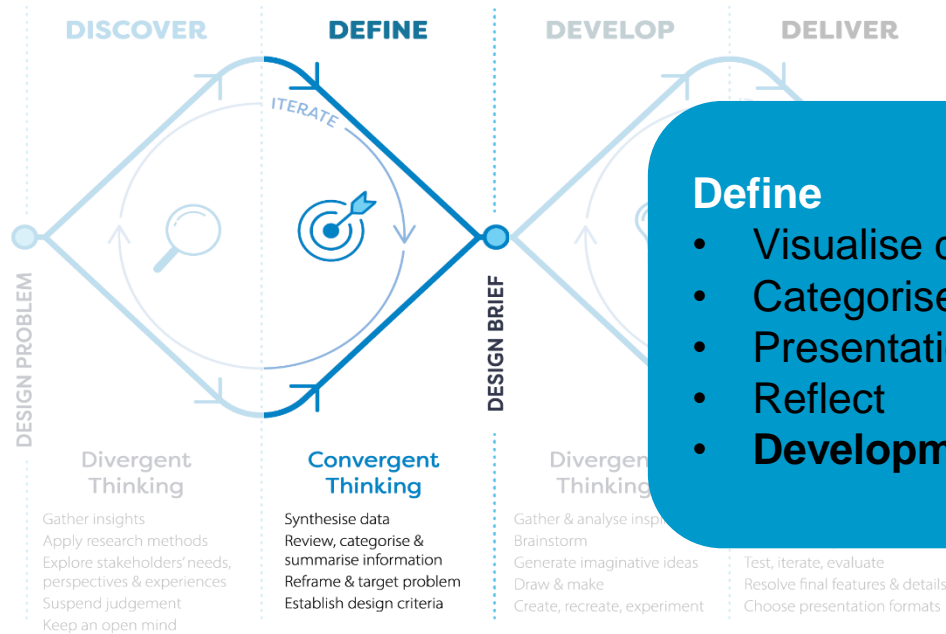
Define
- Visualise data
- Categorise and analyse
- Presentation of insights
- Reflect
- **Development of a brief**

The VCD Design Process: Develop

DISCOVER | **DEFINE** | **DEVELOP** | **DELIVER**

Develop
- Gather and present information
- Document design ideas
- Exploration

DESIGN BRIEF

DESIGN SOLUTION

ITERATE

Divergent Thinking
Gather & analyse inspiration
Brainstorm
Generate imaginative ideas
Draw & make
Create, recreate, experiment

Convergent Thinking
Critically evaluate ideas
Refine concepts
Test, iterate, evaluate
Resolve final features & details
Choose presentation formats

Explore stakeholders' needs, perspectives & experiences
Suspend judgement
Keep an open mind

data
w, categorise & summarise information
Reframe & target problem
Establish design criteria

ergent
nking

The VCD Design Process: Deliver

Deliver
- Select design ideas
- Refine and evaluate
- Testing of design concepts
- Prototyping
- **Design Solution**

DISCOVER   DEFINE   DEVELOP   **DELIVER**

ITERATE

DESIGN BRIEF

DESIGN SOLUTION

…ergent …nking

Divergent Thinking

Convergent Thinking

Explore stakeholders' needs, perspectives & experiences
Suspend judgement
Keep an open mind

…data
…w, categorise & summarise information
Reframe & target problem
Establish design criteria

Gather & analyse inspiration
Brainstorm
Generate imaginative ideas
Draw & make
Create, recreate, experiment

Critically evaluate ideas
Refine concepts
Test, iterate, evaluate
Resolve final features & details
Choose presentation formats

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Design ideas, concepts and solutions

Design ideas

- Early stages of design development.
- Divergent thinking

Design concepts

- Reflect critically on design ideas
- Considered & purposeful
- Convergent thinking

Design solutions

- Resolved solution

Fields of design practice

Messages

Messages are communicated to audiences using the components of visual language and serve a variety of purposes in the context of design, such as influencing behaviour, educating viewers, guiding decision-making and expressing values and ideals.

Fields of design practice

Objects

Designers generate novel ideas for objects that are used to improve the quality of life for people, communities and societies, while also upgrading or improving existing designs.

Fields of design practice

Environments

Designers generate ideas for the indoor, outdoor and virtual spaces in which we live, work and play.

Fields of design practice

Interactive experiences

Designers contribute to the shape of interactive experiences both in the physical world and online, ensuring the objectives of users are met when engaging with a product, system or service. Visual language plays a crucial role in facilitating interactive experiences that are efficient, intuitive, satisfying and accessible. In designing interactive experiences, designers can consider the aesthetic qualities and usability of customer touchpoints, wayfinding systems and interfaces encountered in physical spaces or on digital devices including apps, online platforms and social networking services.

Design elements and principles

Design elements
Point, line, shape, form, tone, texture, colour and type

Design principles
Figure-ground, balance, contrast, cropping, hierarchy, scale, proportion and pattern (repetition and alternation)

Gestalt principles of visual perception
Proximity, continuity, similarity, closure, common fate, figure-ground and focal point

Methods, Media and Materials

Methods

Methods refer to the manual or digital processes used to evolve design ideas, concepts and solutions.

Methods can include **but are not limited to**:

- drawing
- collage
- printing
- photography
- model-making
- prototyping

Methods: Drawing

Drawing is divided into categories to acknowledge the breadth of its purpose and application.

Drawings are produced at each phase of the design process, and can be used for the purposes of development, documentation and presentation.

Drawings can be produced either manually or using digital software and applications.

Methods: Drawing

Development drawings
Used in the develop and deliver stages of the Visual Communication Design process to visualise ideas and concepts.

Documentation drawings
Define and record technical specifications for three dimensional objects and environments

Presentation drawings
Convey resolved design concepts to stakeholders for consideration.

Methods, Media and Materials

Media

Media are the manual and digital applications used to visually communicate ideas and information.

Manual examples can include **but are not limited to** pencil, ink, markers, paint and analogue film.

Digital examples can include **but are not limited to** software, apps and online platforms used for graphic, game or interaction design, web development, concept art, illustration, three-dimensional modelling and rendering, photo editing and animation.

Methods, Media and Materials

Materials

Materials are the surfaces or substrates on or from which designs are made.

Examples can include **but are not limited to** paper, card, textile, metal, plastic, glass, touchscreen or digital interface.

Factors of design

Various influences impact design decisions, including conceptions of good design and aesthetic impact, as well as:

- economic
- technological
- environmental
- cultural
- and social factors

Economic Factors

These refer to the financial conditions that impact the design process and the final outcome of a design. It includes factors such as the budget, market demand, production costs and pricing strategy.

Factors of design

Technological Factors
These refer to the technological advancements and constraints that impact the design process and the final outcome of a design. It includes factors such as the available software, hardware, tools and materials.

Cultural Factors
These refer to the social norms, beliefs, values and traditions that impact the design process and the final outcome of a design. It includes factors such as the cultural diversity of the audience, their language, aesthetics and customs.

Factors of design

Environmental Factors

These refer to the physical and natural conditions that impact the design process and the final outcome of a design. It includes factors such as the weather, geography and natural resources.

Social Factors

These refer to the social and human interactions that impact the design process and the final outcome of a design. It includes factors such as the demographics, behaviour and psychology of the audience, their social and ethical values and their attitudes towards the design.

Intellectual property and copyright

It is important that students understand their legal obligations regarding copyright and trademarks as well as conventions for acknowledging sources of inspiration.

Intellectual property
Intellectual property is the general term used for property generated through intellectual or creative activity.

Copyright
There are two different types of Copyright:
- patents and trademarks (including the registration of original ideas)
- unregistered rights

Intellectual property and copyright

The websites below provide up-to-date information:

- Australian Copyright Council
  http://www.copyright.org.au/find-an-answer/

- Australian Government: Intellectual Property
  http://www.ipaustralia.gov.au/

Terms used in the study

- Good design
- Human centred design problems
- Stakeholders
- Design critique
- Design pitch
- Circular design practices

Good design

- Notions of good design are personal, contextual and political.

- Students analyse design examples to investigate what is termed as good design.

- They should draw from both universal and culturally specific understandings of good design.

- Students should guide their design practice by using their own personal experiences as well as their knowledge of established criteria that relates to the principles of good design.

Researching examples of Good design

- Dieter Rams' Ten Principles of good design
  https://designmuseum.org/discover-design/all-stories/what-is-good-design-a-quick-look-at-dieter-rams-ten-principles

- Good Design Australia's Good Design Awards criteria
  https://good-design.org/

- Victorian Premier's Good Design Awards criteria
  https://premiersdesignawards.vic.gov.au/

- Fortune's 100 Greatest Designs of Modern Times
  https://fortune.com/longform/100-best-designs/

Researching examples of Good design

- The Office of the Victorian Government Architect's selection of good design publications
  https://www.architecture.com.au/awards

- Country-centred design
  The elements of Good design valued by Aboriginal and Torres Strait Islander communities
  https://www.governmentarchitect.nsw.gov.au/projects/designing-with-country
  https://good-design.org/design-connected-to-country-first-nations-design/
  https://good-design.org/indigenous-designer-award/

- The Museum of Modern Art online collection of Design
  https://www.moma.org/collection/works/

Researching examples of Good design

- The principles of inclusive or universal design - Design Council UK
  https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/the-principles-of-inclusive-design.pdf

- What is Good Design? - Interaction Design Foundation
  https://www.interaction-design.org/literature/topics/good-design

Human centred design problems

Designers adopt human-centred research methods to better understand those who will be served by their work. These methods delve into the habits, experiences and mindsets of individuals and groups, enabling designers to build empathy and deconstruct ambiguous situations and information.

Students should largely focus on resolving design problems that impact the lives of people, communities and societies.

Human-centred research methods are often collaborative in nature, and include **but are not limited to** interviews, surveys, focus groups, competitor analysis, audience or user personas and ethnographic research.

Circular design practices

Designers who adopt circular design practices consider not only the needs of audiences or users, but also the enduring environmental and social impact of their work. They recognise that design decisions play a key role in minimising waste, pollution and hazardous substances during manufacture or use, and respond by designing with the bigger picture in mind.

Circular design practices reject the linear model of make-use-dispose and instead seek ways for designs to retain their value. Designers aim to extend life cycles and regenerate natural systems, prioritising outcomes that are durable, adaptable, and can be repaired, refurbished, repurposed or reused.

Design critique

The design critique is a key component of design studio culture and professional practice, offering an opportunity for students to engage in critical discussion about work-in-progress, and both give and receive feedback alongside teachers and peers.

Design ideas and concepts, together with the project's problem and design criteria are presented for review in a group setting, with the student-designer describing the rationale behind decisions made and their relationship to the communication need.

Student-critics and teachers respond with constructive feedback that is specific, respectful, descriptive and actionable.

Design pitch

A design pitch is the presentation, explanation and justification of proposed design concepts to a client.

Students share final design presentations with an audience, communicating their design decisions and thinking, and explaining reasons for the selection of methods, materials and media, as well as the design elements and principles.

Contact

- **Dr. Kathryn Hendy-Ekers**
- Curriculum Manager, Visual Communication Design
- 03 9059 5147
- Kathryn.Hendy-Ekers@education.vic.gov.au

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

VICTORIA
State Government