VCE Visual Communication Design (2024-2028)

Unit 3

Area of Study 1

Implementation

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Outline

- Study specifications VCE Visual Communication Design
- Unit 3 overview
- Unit 3 Area of Study 1
- Assessment
- Teaching approaches
- Detailed examples

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

Terms used in the study

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

Unit 3: Visual Communication Design in practice

Area of Study	Inquiry focus
Area of Study 1	**Professional Design Practice** What are the communication practices used by designers?
Area of Study 2	**Design Analysis** *How do designers use visual language to communicate ideas and information to audiences or users?*
Area of Study 3	**Design process: defining problems and developing ideas** *How do designers apply a design process to reframe problems and develop ideas?*

Unit 3 Area of Study 1 : Professional design practice

Content summary	Weeks
• The role of visual communication design in professional design practice • Contemporary designers working in one or more fields of design practice • Contexts where designers work • Designers application of the design process • Ways visual language is used to communicate ideas • Collaboration between designers, stakeholders and specialists to shape and resolve design problems • Impact of ethical and legal obligations • Changes in design practices over time • Technical, economical, cultural, environmental and social factors that influence design	**4 weeks**
• Methods, media, materials and conventions in selected fields of design practice • **Two practical design exercises**	

Glossary of command terms

The same terms are used in SAT criteria and descriptors

GLOSSARY OF COMMAND TERMS

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.
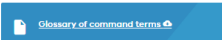
The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations

- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

📄 **Glossary of command terms** ⬇

Pages - Glossary of command terms (eduweb.vic.gov.au)

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Term	Explanation
account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about, or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information; obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

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Unit 3 Area of Study 1

Professional design practice

Outcome

On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Key Knowledge

- contexts in which contemporary designers work
- practices and processes, including relevant methods, media, materials and conventions used by contemporary designers
- conceptions of good design in selected design field(s) of design practice
- differences between past, present and future professional design practices in selected field(s) of design practice
- distinguishing characteristics and the role of visual language in selected field(s) of design practice
- roles, relationships and responsibilities of designers, specialists and stakeholders when resolving design problems
- techniques used by designers to evaluate design ideas
- decisions made by designers during the resolution of design problems
- technological, economic, cultural, environmental and social factors influencing design practices
- ethical and legal obligations of designers
- appropriate design terminology.

Unit 3 Area of Study 1

Professional design practice
Outcome On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
Key Skills – Comparative analysis

- compare contexts in which contemporary designers work
- describe and compare past, present and future professional design practices in selected field(s) of design practice
- analyse and evaluate the characteristics and role of visual language in selected field(s) of design practice
- explain the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems
- describe the techniques used by designers to evaluate design ideas
- explain the economic, technological, cultural, environmental and social factors that influence design practices
- identify and analyse design practices that acknowledge ethical and legal obligations
- use appropriate design terminology.

Unit 3 Area of Study 1

Outcome

On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Key Skills – Practical application

- apply visual communication practices and processes used by contemporary designers in selected field(s) of design practice
- use visual language to communicate ideas and/or information to specific audiences, and for specific purposes and contexts in selected field(s) of design practice
- incorporate relevant conventions in documentation or presentation drawings in selected fields of design practice
- use presentation formats characteristic of selected field(s) of design practice
- adopt conceptions of good design aligned with selected field(s) of design practice
- apply legal and ethical obligations relevant to selected fields of design practice.

Assessment – Outcome 1

10 percent of study score

Outcome 1

Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

30

A comparative case study of designers in selected design field(s) presented in one of the following formats:

- a written report
- an annotated visual report
- a response presented in a digital format, such as an online presentation or interactive website.

AND

20

Two practical design exercises documenting emerging skills in selected field(s) of practice.
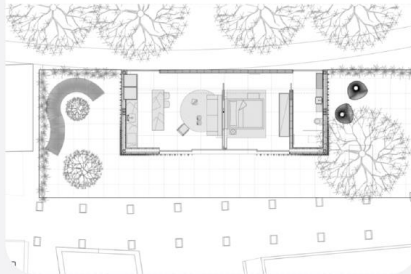
Teaching and Learning Activities

- Conduct online research to identify the role of visual communication in a chosen field of design practice.

- Learn about signature ways of thinking and working in the field, together with conventions and terminology typically used to communicate ideas.

- Search for two designers working in your chosen field but whose use of methods, materials or processes is very different from one another. You might, for example, choose an illustrator specialising in hand lettering and another who produces digital animations.

- Prepare an annotated visual report comparing the contexts in which your chosen designers work, whilst highlighting their relationships with specialists and stakeholders, and the factors that influence their design practice.

VCAA Support Materials- Learning and Teaching

Teaching and Learning Activities

Assessment task structure

1. Conduct online research to identify the role of visual communication in a chosen field of design practice. Learn about signature ways of thinking and working in the field, together with conventions and terminology typically used to communicate ideas. (10 marks)

2. Search for two designers working in your chosen field but whose use of methods, materials or processes is very different from one another. Prepare an annotated visual report comparing the contexts in which your chosen designers work, whilst highlighting their relationships with specialists and stakeholders, and the factors that influence their design practice. (20 marks)

3. Alongside their study of contemporary designers, students experiment with visual communication practices typically used in their selected field(s) of design practice, developing the capacity to apply relevant methods, media, materials, conventions and techniques. Students present a minimum of two practical design exercises showcasing their emerging skills. (20 marks)

DESIGN OF ENVIRONMENTS

SIGNATURE WAYS OF THINKING AND WORKING

Designers working in the design of environments field work through projects grappling with the physical constraints of site as well as the creative conceptual ideas of the project. Those working in this field have a strong understanding and sensitivity to the site of the project and must consider external conditions such as weather, nature, and pragmatics of spatial organisation and flow. This field of design is uniquely tied to the physical experience of moving through physical space, and the designer is in control of the functional and aesthetic considerations. Designers in this field work with the notion of good design, paying particular attention to innovation, aesthetics, unobtrusiveness, understandable and thorough down to the last detail. The complexity of designing functional spaces requires a full consideration of these notions of good design. Over time an emphasis on environmentally friendly design has gained prominence in this field, as is the ethical responsibility of designers in this field.

Designers rely heavily on drawing, 3D processes and digital based methods in the design of environments field. The use of models is relied upon to gain an understanding of form and functionality. Whilst historically, these were constructed physically, today these are actualised by physical and digital models, and can even be explored using augmented of virtual reality technologies.

21-06-23-https://www.britannica.com/topic/Farnsworth-House

21-06-23-https://www.archdaily.com/954547/brazilian-houses-21-homes-under-100m2

CONVENTIONS, VISUAL LANGUAGE AND PRESENTATION FORMATS

In the design of environments field, designers work with a range of conventions, visual languge and presentation formats. Designer include those working in architecture, landscape architecture, set design, runway design, urban planning, interior design etc.

Conventions: conventions associated with the deisgn of environments include floor plans, elevations, sections, detail drawings, site plans. Although there can be common frameworks for setting out conventions for each drawing, designers often adapt these to their own practice and styel. For example, the floor plan above featured on Archdaily.com includes furnishing, textural detail and landscaping. This gives greater context and information of the space. The measurements have been left off to create a cleaner drawing. This may be used for presentation methods, rather than construction records as can be determined by the details shown and omitted.

Visual language in design of environment presentations tend to be factual or conceptual. Designers include information specific to the project to inform the audience of project details. Conceptual information is also included to assist the audience in interpreting the ideas of the designer, however this tends to be emotive and descriptive, rather than persuasive, in nature. Design of environments presentations are often seen as presentation boards (right), brochures or as a set of working drawings.

21-06-23- surf house by drawing works:
https://www.behance.net/gallery/172801191/Architectural -Board

CHANGES AND DEVELOPMENTS OVER TIME

The design of environments has changed significantly over time. One of the key areas of advancement is through technology.

The invention of steel and concrete. With material technologies advancing throughout the industrial revolution (1760-1840), there was a significant shift in the deisgn of environments. The mass production of structural steel and concrete allowed for new physical features to be achieved in the built space. This resulted in a shift in architectural movements arising in the modernism design movement. Larger spatial spans, curtail walls, ribbon windows and cantilevered features are just some of the built feats that arose from these advances in technology, and eventually gave rise to further movements such as the high-tech, postmodern and deconstructivist styles.

The use of computer aided design (CAD) programs has equally resulted in a significant shift in the practce of designers in the field of environments. The image on the left shows architects and draftspeople in the atelier of Le Corbusier. The human resources required for creating working drawings were significant and these were done by hand at working stations. The use of CAD programs has created additional efficiencies and precision in the design of environments. Technical drawings can be created quickly and 3D modelling programs can produce life-like imagery of proposed projects. The emerging and future applications of CAD programs include parametric design using algorithms and artificial intelligence. This may see further advancement of the field, and will surely lead to greater efficiencies in human resources and physical material use and waste.

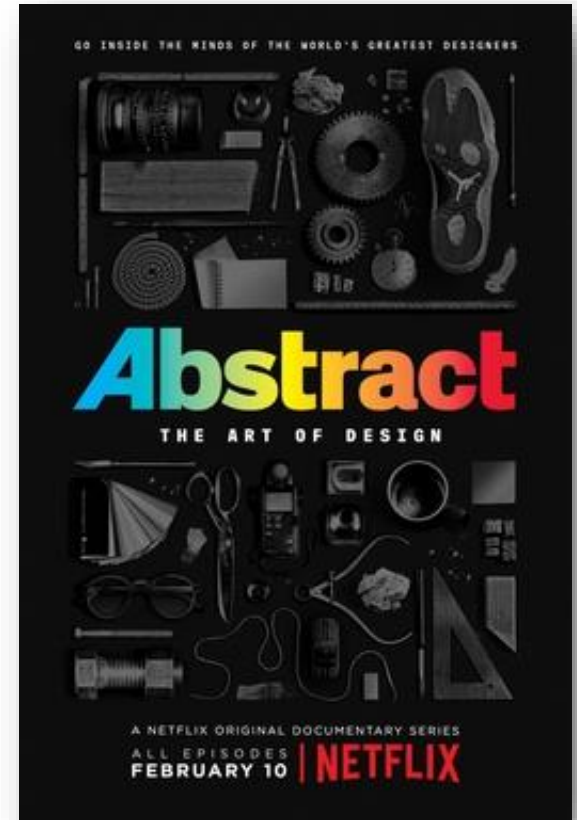21-06-23-https://restlesshungarian.com/working-for-god/

Example 2

Search for two designers working in your chosen field but whose use of methods, materials or processes is very different from one another.

Prepare an annotated visual report comparing the contexts in which your chosen designers work, whilst highlighting their relationships with specialists and stakeholders, and the factors that influence their design practice.

'Abstract' series on Netflix:

- Bjarke Ingels, Es Devlin and Neri Oxman (design of environments)
- Christoph Niemann, Paula Scher and Jonathan Hoefler (design of messages)
- Cas Holman and Tinker Hatfield (design of objects)

https://en.wikipedia.org/wiki/Abstract:
_The_Art_of_Design

Search for two designers working in your chosen field but whose use of methods, materials or processes is very different from one another. Use Venn diagrams or a table to collate your data.
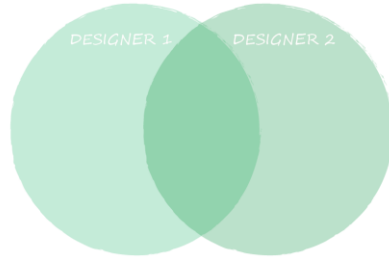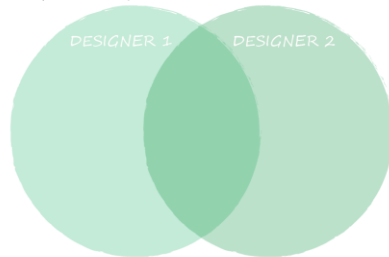

ROLES, PROFESSIONAL RELATIONSHIPS AND STAKEHOLDERS
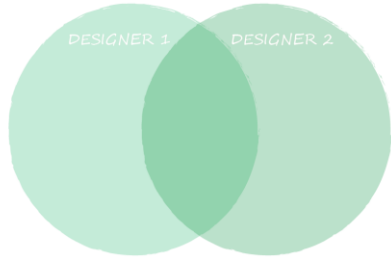
DESIGNER 1   DESIGNER 2

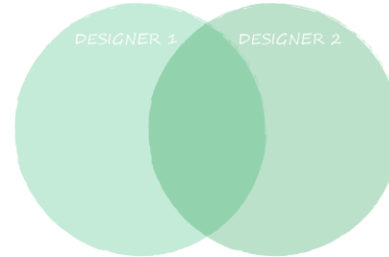MEDIA, METHODS, MATERIALS AND PROCESS

DESIGNER 1   DESIGNER 2

USE OF VISUAL LANGUAGE AND CONVENTIONS

DESIGNER 1   DESIGNER 2

EVALUATION TECHNIQUES AND UNDERSTANDING OF GOOD DESIGN

DESIGNER 1   DESIGNER 2

FACTORS THAT INFLUENCE DESIGN
(technological, economic, cultural, environmental and social factors)

DESIGNER 1   DESIGNER 2

ETHICAL AND LEGAL OBLIGATIONS

DESIGNER 1   DESIGNER 2
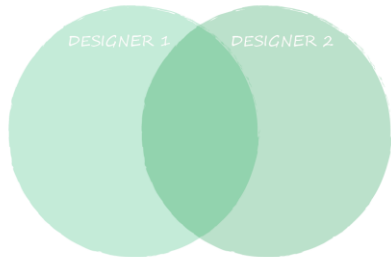
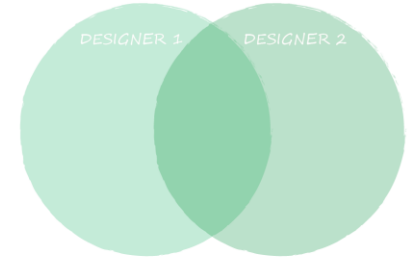|	ROLES, PROFESSIONAL RELATIONSHIPS AND STAKEHOLDERS	MEDIA, METHODS, MATERIALS AND PROCESS	USE OF VISUAL LANGUAGE AND CONVENTIONS	EVALUATION TECHNIQUES AND UNDERSTANDING OF GOOD DESIGN	FACTORS THAT INFLUENCE DESIGN (technological, economic, cultural, environmental and social)	ETHICAL AND LEGAL OBLIGATIONS
DESIGNER 1						
DESIGNER 2						

Alongside their study of contemporary designers, students experiment with visual communication practices typically used in their selected field(s) of design practice, developing the capacity to apply relevant methods, media, materials, conventions and techniques. Students present a minimum of two practical design exercises showcasing their emerging skills.

VCAA Visual Communication Design Study Design 2024-2028

Example 3
Embark on two practical design exercises to learn more about the visual communication practices used by designers studied.

To ensure the exercises are achievable in the allocated time frame, aim to explore selected stages or skills rather than all components of a design process.

Focus on skills or knowledge that should be developed or refined, and will assist potential folio work.
Some examples are provided below,
- An architectural plan and perspective drawing of an existing or designed structure
- Experimentations with type using Adobe Illustrator, and a brand identity proposal
- Rendered development drawings exploring a range of materials, media and methods, and an orthogonal drawing with relevant documentation conventions
- A user journey map for an existing website and selection of low-fidelity wireframes for a new interface design
- A digital repeat pattern and low fidelity package prototype

Complete range of development drawings exploring a range of media methods and materials

Complete an orthogonal drawing with relevant documentation conventions.

TOP VIEW

FRONT VIEW

SIDE VIEW
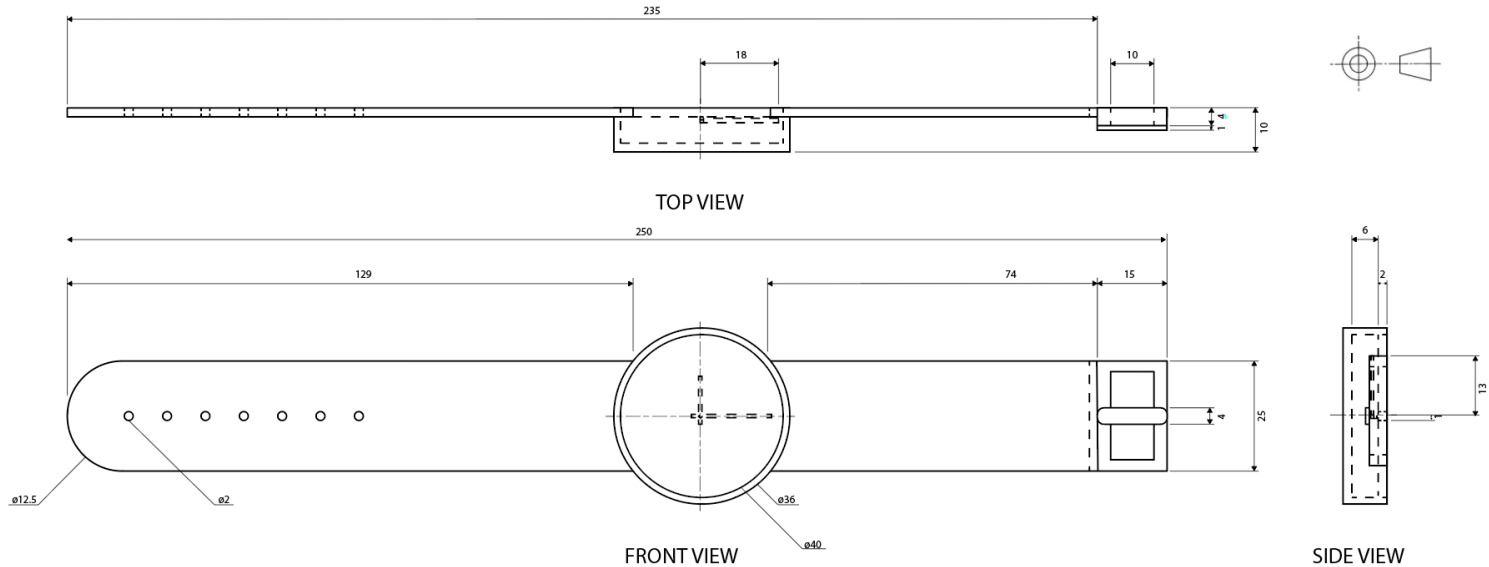
Unit 3 Area of Study 1
Things to Note

- Consider a comparative analysis under test conditions if you feel as though authentication might be an issue for you and your students (considering issues of AI or other online sources)

- Allow students to develop their skills in their selected field

- Remember the practical component involves design exercises, not full design processes!

Contact

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