VCE Visual Communication Design (2024-2028)

Unit 3 Area of Study 2

Implementation

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Outline

- Study specifications VCE Visual Communication Design
- Unit 3 Overview
- Unit 3 Area of Study 2
- Teaching and learning activities
- Detailed example
- Assessment

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

Terms used in the study

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

Glossary of command terms

- The glossary of command terms provides a list of terms commonly used across the VCE study designs and examinations.The same terms are used in SAT criteria and descriptors
- When constructing questions, tasks and marking rubrics, using the command term definitions may be useful in considering what the student is required to do.

command term
Each command term in this presentation has been identified using a label similar to this one.

https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/GlossaryofCommandTerms.aspx
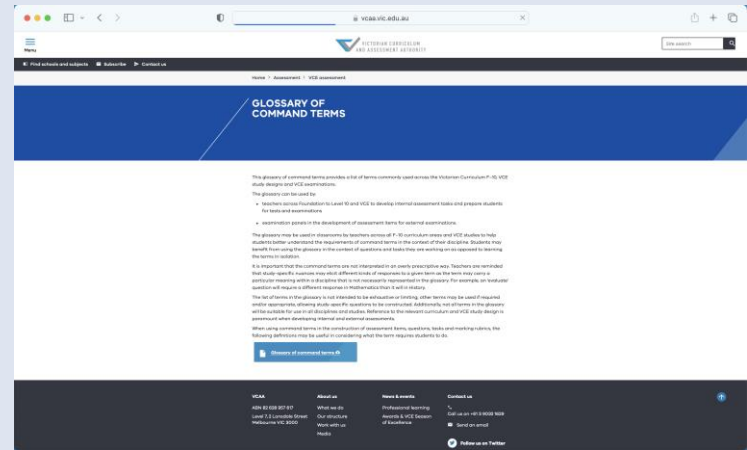
Overview

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 2 :Design analysis

Content summary	Weeks
• The use of visual language to effectively communicate ideas and information to audiences or users • Analysis of the aesthetic decisions made by designers • Use of design elements, design principles, methods, media and materials in design examples • Conceptions of good design • Influence of technological, economic, cultural, social or environmental factors on design examples	**4 weeks**

Unit 3 Area of Study 2 :Design analysis

Design analysis
Outcome On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
Key Knowledge
• techniques for analysing and evaluating design examples from selected field(s) of design practice • the role of visual language in communicating ideas and information • aesthetic decisions made by designers, using the design elements and principles • the relationships between aesthetic decisions and the purposes, contexts and audiences or users of design examples • methods, media and materials used to create design examples • the influence of technological, economic, cultural, social or environmental factors on design decisions • conceptions of good design • appropriate design terminology.

Unit 3 Area of Study 2 :Design analysis

Design analysis
Outcome On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
Key Skills
• compare and analyse design examples from selected field(s) of design practice • describe the role of visual language in communicating ideas and information • analyse influences on aesthetic decisions made by designers • analyse and evaluate applications of methods, media and materials, and design elements and principles in selected design examples • use conceptions of good design to evaluate design examples • use appropriate terminology during analysis and evaluation.

Teaching and learning activities

Focus

How do designers use visual language to communicate ideas and information to audiences or users?

- **Compare** design examples from selected design fields, **describing** how aesthetic considerations contribute to the effective communication of information or ideas.

Design fields

- Messages
- Objects
- Environments
- Interactive experiences

Teaching and learning activities

Focus *How can visual language communicate to audiences and shape behaviours?*

- Students are provided with examples of visual communications from messages, objects, environments, and interactive experiences fields of design.
- Provide time for students to observe the visual communication and then ask them to **describe** what they see.

describe
Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.

Teaching and learning activities

Focus *How can visual language communicate to audiences and shape behaviours?*

- Unpack each example by asking students to **identify** the use of visual language and **describe** how this may engage the target audience.
- Ask students to **describe** how the visual language communicates ideas and information through visual means.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

Teaching and learning activities

Purposes

- Students select an example of a visual communication from each of the four design fields.

- They **identify** the purpose for each example and **explain** how the designer has met the purpose, referring to the use of visual language.

Possible purposes

- There is no finite list of purposes

A possible purpose for a Message example could be described as:
- influencing behaviour,
- educating viewers,
- guiding decision-making or
- expressing values and ideals.

Teaching and learning activities

Characteristics of an audience

- Invite students to form pairs to undertake the thinking routine "Think, Pair, Share'.

"Think"

Providing examples of visual communications from different fields of design, students work together to **identify** the target audience.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

Teaching and learning activities

Characteristics of an audience

"Pair"

Students initially think independently about the target audience, then take turn to share their thoughts.

Encourage listening by asking students to **explain** their partners thinking.

explain
Give a detailed account of why and/or how with reference to causes, effects, continuity, change, reasons or mechanisms; make the relationships between things evident.

Teaching and learning activities

Characteristics of an audience

"Share"

Each pair then **summarises** their ideas and shares with the whole class.

summarise
Retell concisely the relevant and major details of one or more arguments, text, narratives, methodologies, processes, outcomes and/or sequences of events.

Teaching and learning activities

Definitions and vocabulary

- **Identify** and develop definitions and vocabulary for terms to **describe** the factors that impact on design.

- Support the vocabulary list with visual examples.

Possible Factors

- economic

- technological

- environmental

- cultural and

- social factors

- aesthetics
- historical events
- cultural observances
- social values and lifestyles
- political changes
- economic growth and depression
- technological advances

Teaching and learning activities

Aesthetic decisions

What type of aesthetic decisions are made by designers when producing messages, objects, environments, or interactive experiences?

- **Identify** examples of aesthetic decisions made by designers in the different fields of design practice.

Possible Aesthetic decisions

Messages
A typeface that is more legible

Objects
A material that has a glossier reflection to appeal to an expensive market

Environments
A more open plan to accommodate for a small space to look bigger

Interactive experiences
To provide less options to create an easier and smoother process

Teaching and learning activities

Mapping analysis

- Students find one example of a visual communication from each of the four design fields.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

For each example they **identify** and label:
- the design elements and principles
- Gestalt principles of visual perception
- the methods, media and materials used to create the visual communication

Students then annotate how these features have been used effectively to meet the purpose and context.

Teaching and learning activities

Aesthetic considerations

- Complete a short-answer visual analysis of existing visual communications from two different design fields.
- **Describe** how aesthetic considerations contribute to the effective communication.

describe
Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.

Teaching and learning activities

Aesthetic considerations

- At the end of the analysis, students **explain** how they might use the same aesthetic considerations as inspiration for research when discovering and **defining** their design problems for the School-assessed Task.

explain
Give a detailed account of why and/or how with reference to causes, effects, continuity, change, reasons or mechanisms; make the relationships between things evident.

define
Give the precise meaning and identify essential qualities of a word, phrase, concept or physical quantity.

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Teaching and learning activities

Influencing factors

- Working in small groups, **investigate** the influence of technological, economic, cultural, social or environmental factors on design decisions.

- Create a table of examples for each design field and share your results with the class to produce a common document for future activities.

investigate
Observe, study or carry out an examination in order to establish facts and reach new conclusions.

Teaching and learning activities

Brand design

- Select an example of a winning brand design from the Premiers Design Awards website.

- **Describe** how the designer has achieved a consistent brand across a range of design collateral.

https://premiersdesignawards.vic.gov.au/

describe
Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.

Teaching and learning activities

Design features

- Complete a short-written analysis focusing on the design features and characteristics of two examples of Australian Architecture.
- The two examples need to show the architect's different use of methods including drawing (manual or digital), model making or prototyping, visualisation drawing and/or technical drawing.

- **Discuss** how the architect uses these methods and any associated conventions to communicate information to a target audience.

discuss
Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.

Teaching and learning activities

Interactive experiences

- Select an example of where interaction design has been applied, such as an app, and **describe** how aesthetic considerations, specifically the use of the Gestalt principles of visual perception have been used to create an effective experience. The response must **identify** the target audience and purpose.

describe
Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

Teaching and learning activities

Australian architect

- Research the work of Australian architect Glenn Murcutt and in particular his work on the Newport Mosque.

- **Discuss** the way this work is influenced by social and cultural factors.

https://www.ngv.vic.gov.au/essay/the-australian-islamic-centre-in-newport-melbourne/

discuss
Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.

Teaching and learning activities

Australian Design Awards

- **Examine** a range of contemporary product designs found on the Australian Design Awards website.

- Select two products and consider how the industrial designers have addressed the relationships between aesthetic decisions and the purposes, contexts of products that they have designed.

https://awards.design/aus23/

examine
Consider an argument, concept, debate, data point, trend or artefact in a way that identifies assumptions, possibilities and interrelationships.

Teaching and learning activities

Design styles

- Collect examples from past design styles that could have influenced current designers.

How has technological, economic, cultural, social or environmental factors influences changed?

Teaching and learning activities

Pavillion Design

- Students **investigate** the MPavilion program and the past examples of pavilion design.

https://mpavilion.org/

investigate
Observe, study or carry out an examination in order to establish facts and reach new conclusions.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

Teaching and learning activities

Pavillion Design

- Students **identify** and **discuss** the context and culture, purpose and audience of the pavilions
- Students **examine** how design elements and principles, methods, materials and media have been best used to attract attention and maintain engagement of a specific audience.

discuss
Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.

examine
Consider an argument, concept, debate, data point, trend or artefact in a way that identifies assumptions, possibilities and interrelationships.

Detailed example

A comparative analysis of design examples

Students are to compare design examples from selected design fields, describing how aesthetic considerations contribute to the effective communication of information or ideas.

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.

Detailed example

Learning Activities : Whole class

- As a class look at examples of good design from the design fields of messages, objects, environments, and interactive design.

- Using these examples, **identify** criteria for good design and then **discuss** why these are examples of good design.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

discuss
Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.

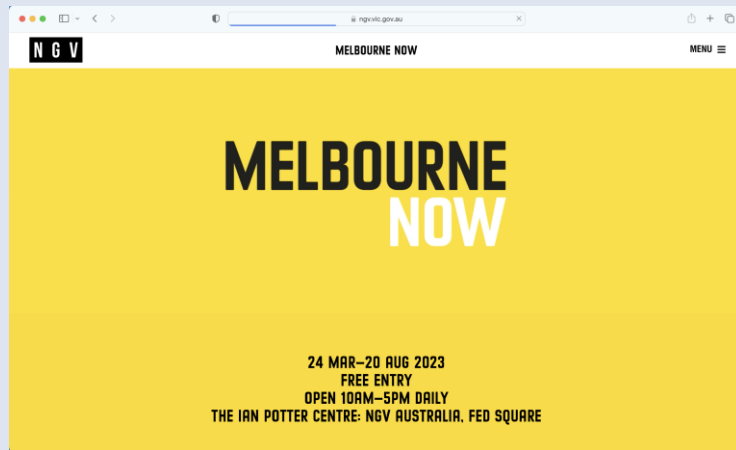# Detailed example

Learning Activities : Small groups

- Working in small groups collect examples of good design for each design field and arrange in a digital format such as a digital whiteboard or powerpoint for collaboration purposes.

For each example, **identify** purposes, contexts and the target audience and **discuss** how a visual language is used to engage and maintain the attention of the target audience.
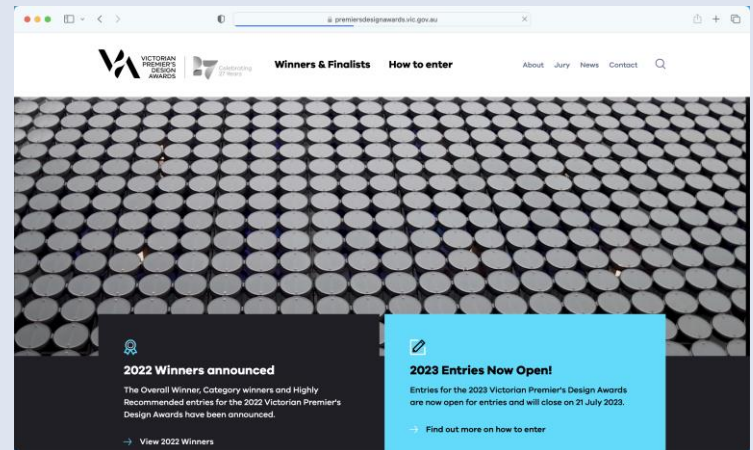
Begin by looking at the Victorian Premier's Design Awards or Melbourne Now.

Detailed example

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Detailed example

Learning Activities : Individual

- Independently, select two visual communications from different design fields or a single design field.

- Use a Venn Diagram to **identify** the similarities and differences.

When choosing examples from the same design field, ensure that the examples are **different** in purpose, context and use of methods, media and materials.

Detailed example

Written Task

Complete a written report that **compares** and **analyses** two unseen design examples under test conditions.

The prompts on the following slides could be provided to assist students in comparing the similarities and differences.

compare
Recognise similarities and differences and the significance of these similarities and differences.

analyse
Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.

Detailed example

Prompts to assist comparison:

- **Describe** the visual communication

- **Describe** the target audience or users

- **Identify** and **discuss** the purposes and contexts

- **Identify** two design elements and two design principles. With reference to the visual communication, **explain** how they have been used to communicate an idea or message.

describe
Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.

explain
Give a detailed account of why and/or how with reference to causes, effects, continuity, change, reasons or mechanisms; make the relationships between things evident.

Detailed example

Prompts to assist comparison:

- **Identify** the use of methods, media and materials. Choose one of each to **discuss** how they have been used to target the audience, purpose and context.

- **Discuss** how visual language is used to engage the audience and maintain their attention.

identify
Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.

discuss
Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.

Detailed example

Prompts to assist comparison:

- Depending on the field of design, how has the designer influenced how users experience, interact, and respond with places, systems and things.

- What factors may have influenced a design decision?

- How would the designer respond to ethical and legal requirements?

- Why is this an example of good design?

- What are the similarities and differences?

Conditions

The written report should be completed

individually and under test conditions.

Assessment – Outcome 2

Outcome 2

- Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

- **50 marks = 10 % of study score**

A comparative analysis of design examples 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.

Contact

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