Victorian Certificate of Education

VISUAL COMMUNICATION DESIGN

STUDY DESIGN

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Contents

Important information

Accreditation period

Units 1–4: 1 January 2018 – 31 December 2023

Implementation of this study commences in 2018.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

Introduction

Scope of study

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Aims

This study enables students to:
- develop and apply drawing skills using a range of techniques
- develop design thinking
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- apply a design process to create visual communications
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language

- develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

Structure

The study is made up of four units.

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication within design fields

Unit 3: Visual communication design practices

Unit 4: Visual communication design development, evaluation and presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin*. The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Visual Communication Design to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Occupational Health and Safety advice for Visual Communication Design is set out in Chapter 09 of the Code of Practice for Visual Arts which is available here: https://visualarts.net.au/code-of-practice/

The selection of the subject matter and content of visual communications is a school decision. The content and selection of visual communications made and studied should be appropriate and acceptable for the specific school culture and environment.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 Visual Communication Design will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Units 3 and 4 School-assessed Task: 40 per cent
- End-of-year examination: 35 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this Study Design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

For the purposes of this study, additional information is provided regarding the authentication of student work for the School-assessed Task in the current *VCE Visual Communication Design: Administrative advice for School-based Assessment* published on the Visual Communication Design study design page.

Cross-study specifications

For the purposes of this study the following specifications apply. Specific details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Visual communications

The design and creation of visual communications requires the selection and application of methods, media, materials, design elements and design principles and final presentations. Collectively these are the resources of visual language. Visual language is integral to the design process and refers to the communication of ideas through experiences, images and objects. Students use visual language to communicate their ideas at all stages of the process including research, generation of ideas and development of concepts, refinement and resolution.

When producing visual communications, the designer relies on the historical understanding of specific design styles, representations and imagery. Ideas, values and concepts are communicated through the style, context and placement of objects and representations.

In this study the following are selected and applied to design and create visual communications:

Methods refer to the manual and digital processes used to make visual communications. For this study, drawing, painting, printing, photography, collage, three-dimensional processes and digital-based methods are appropriate.

Drawing can be used for the purposes of observation, visualisation and presentation. Observational drawings are freehand drawings from direct observation to represent the form, materials and textures of objects and structures. Visualisation drawings are in the form of quick ideation sketches for conceptualising and communicating ideas. Both observation and visualisation drawing can be completed using manual and/or digital technologies. The drawing methods that can be used range from using a stylus on a tablet or touch screen computer through to complete freehand observational or visualisation drawings. Presentation drawings are refined and finished and can be drawn using manual and/or digital methods.

Drawings can represent objects in two- and three-dimensions. Types of two-dimensional representation drawings include orthogonal, plans and elevations, and packaging nets. Types of three-dimensional representation drawings include perspective (one and two point) and paraline (isometric and planometric). Presentation drawings can incorporate technical drawing conventions based on the Australian Standards. Advice on technical drawing specifications is located on the VCAA website: www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ visualcommunicationdesign/Pages/Index.aspx

Media are the digital and non-digital applications used to make visual communications. Examples of digital applications are vector-based and raster-based programs. Examples of non-digital applications are pencils, ink, markers, pastels, acrylic paint, gouache, dye and film.

Materials are the surfaces or substrates that visual communications are applied to or constructed from. Examples are paper, screen, card, textile, metal and plastic.

Design elements are components of visual communications. For this study they are point, line, shape, form, tone, texture, colour and type.

Design principles are accepted conventions associated with arranging or organising design elements. For this study they include figure-ground, balance, contrast, cropping, hierarchy, scale, proportion and pattern (repetition and alternation).

Final presentations are the formats in which visual communications are presented. They can be print and screen-based presentation formats such as brochures, posters, book covers, signs, point of sale displays, three-dimensional models, packages, websites and screen-based advertising and information displays.

The manufacture of functional prototypes is not a requirement of this study.
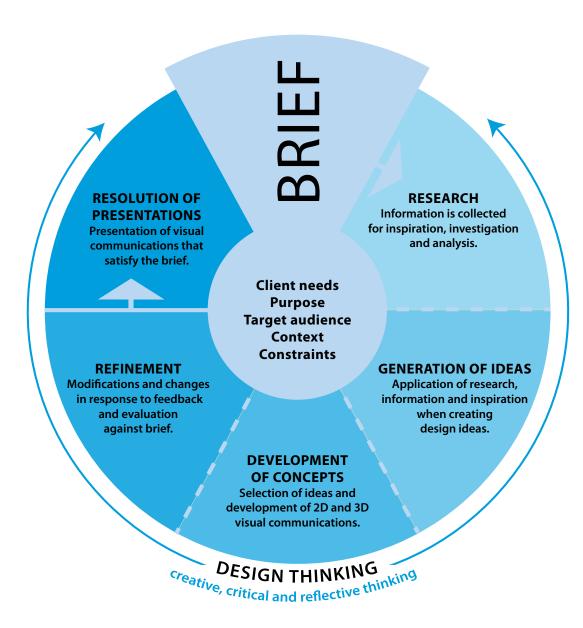
Design process

Integral to this study is the design process to support the creation of visual communications. This design process identifies discrete stages, as illustrated in Figure 1, which collectively form a framework for creating visual communications in response to a brief. The brief can be provided by the teacher or be student generated. In some units there is a focus on specific stages of the process, whereas in others, students must apply the entire process to create visual communications. The process should not be seen as static or linear; rather it is cyclical or iterative, with stages revisited as required to resolve design problems and extend ideas. Underpinning the design process is ongoing analysis, reflection and evaluation requiring creative, critical and reflective thinking, referred to as design thinking.

Stages in the design process are:

- *Development of the brief:* identifying the client, their communication need/s, the purpose of the visual communication, the target audience, the context of the visual communication and any constraints that affect the nature of the solution.

- *Research:* collecting ideas, information and resources; conducting interviews making field trips and site visits relevant to the brief, for inspiration, investigation, analysis and interpretation. Students can use observational freehand drawing methods to represent the form, materials and textures of existing objects and/or spaces when recording and annotating these investigations.

- *Generation of ideas:* exploring a variety of design ideas that draw on the research and are appropriate to the brief. Imaginative ideas can be quickly drawn using visualisation drawing methods. These freehand ideation sketches with annotations support the communication of ideas.

- *Development of concepts:* selecting the preferred ideas and applying a range of methods, materials, media, design elements, design principles and presentation formats to create two- and three-dimensional visual communications that address the brief. Annotated visualisation drawing and presentation drawing methods are relevant to this stage.

- *Refinement:* modifying visual communications in response to feedback and evaluation against the brief.

- *Resolution of presentations:* presenting visual communications that satisfy the brief and respond to feedback and evaluation.

Figure 1: A process for creating visual communication

Design fields

Design fields are fields of practice that provide a focus for student exploration and inspiration. The design fields explored in this study are communication design, environmental design and industrial design.

Communication design – graphic design, information design, digital and web design, advertising, print publication/book illustration and typographic design, package/surface design, logo design and brand identity. Distinguishing characteristics of this field may include: specific use of type conventions, layouts and use of grids and packaging (nets and surface graphics), print and digital applications and presentation formats.

Environmental design – architectural design, interior design, landscape design, set design and exhibition/display design. Distinguishing characteristics of this field may include: three-dimensional drawing methods (planometric and perspective) and two-dimensional drawing methods (floor plans and elevations).

Industrial design – product design and furniture design. Distinguishing characteristics of this field may include: manual and digital three-dimensional drawing methods (isometric and perspective) and two-dimensional drawing methods (third-angle orthogonal drawing). Use of specific conventions including line styles and dimensioning.

Design thinking

In this study, design thinking is applied throughout each stage of the design process and incorporates:

Creative thinking which requires a curious, open-minded, flexible, divergent, explorative, investigative approach.

Critical thinking which requires questioning, clarifying, planning, analysing, examining and testing information and ideas.

Reflective thinking which requires a metacognitive approach, seeking and considering feedback, reflecting on progress and processes, making links and connections with broader issues and the work of others.

Intellectual property and copyright

An essential feature of this study is the development of creative and innovative visual communications that meet specific needs. In the development of original work students may be stimulated by the work of others.

Students need to have knowledge of their legal obligations regarding copyright and trademarks as well as conventions for acknowledging sources of inspiration.

Intellectual property is the general term used for property generated through intellectual or creative activity. There are two different types of copyright: one requires the registration of original ideas such as patents and trademarks; the other type does not require official registration – they are unregistered rights and are referred to as copyright. The following websites provide up-to-date information on copyright and intellectual property.

Australian Copyright Council
www.copyright.org.au/find-an-answer/
A set of user-friendly information sheets about copyright.

Australian Government: Intellectual Property
www.ipaustralia.gov.au/
Useful information on trademarks and intellectual property infringements.

Acknowledging sources of inspiration and support resources

Students are required to acknowledge all sources of inspiration throughout the design process. This can be done by noting specific titles and publication dates of texts and/or magazines and/or URL addresses for websites where images have been sourced. For information acquired from a website, acknowledgment typically includes the title of the website and the date that the website was accessed. This information should be located at the point where sourced material is used in the design process.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Area of Study 1

Drawing as a means of communication

This area of study introduces the knowledge and skills that underpins some of the stages in the design process of generating ideas, developing concepts and refinement of visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use three-dimensional drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use third-angle orthogonal drawing as a means to represent three-dimensional objects.

Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

Drawing is also used as a means of presentation. Students learn how to produce presentation drawings to resolve ideas, refine techniques and to demonstrate an understanding of the application of selected media and materials.

Outcome 1

On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- observational drawing methods for the purpose of showing form, proportion, surface textures and relationships between objects
- visualisation drawing methods for the purpose of making visible design ideas and concepts

- presentation drawing methods for the purpose of refining conceptual designs using manual and/or digital methods
- drawing methods to represent three-dimensional forms, such as paraline (isometric and planometric) and perspective (one and two point)
- drawing methods to represent objects two-dimensionally (third-angle orthogonal drawing)
- rendering techniques for depicting the direction of light, shade and shadow and for representing surfaces, materials, texture and form
- manual and/or digital methods suitable for creating drawings
- a range of media and materials to support different drawing purposes and drawing methods
- techniques for generating and reflecting on ideas.

Key skills
- apply design elements and design principles to communicate ideas and functions of objects and structures
- apply drawing methods that are suitable for the purposes of observation, visualisation and presentation
- use manual and/or digital methods to create drawings for different purposes
- apply three-dimensional drawing methods to represent the form and structure of objects
- apply two-dimensional drawing methods to depict objects from and in multiple views
- select and apply media, materials and techniques to draw and render forms
- apply design thinking to generate alternative ideas and reflect on their suitability.

Area of Study 2

Design elements and design principles

This area of study focuses on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. Students undertake the design process stages of generation of ideas and development of concepts for a stated purpose and develop knowledge of how design elements and principles are used together.

Students investigate the purposes behind creating particular visual communications, and consider how the relationship between design elements and design principles contributes to achieving these stated purposes. Students develop knowledge of their legal obligations regarding ownership of images and apply this knowledge when visually communicating ideas and concepts.

Outcome 2

On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge
- key features and functions of design elements such as point, line, shape, form, tone, texture, colour and type
- key features and functions of design principles such as figure-ground, balance, contrast, cropping, hierarchy, scale, proportion and pattern (repetition and alternation)
- aesthetic and functional factors that influence the selection and application of design elements and design principles

- purposes of visual communications such as to advertise, promote, depict, teach, inform, identify and guide
- design elements and design principles and their use in the generation of ideas and development of concepts in the design process
- drawing methods to visualise ideas and concepts
- different manual and digital drawing methods, media and materials for exploring and applying design elements and design principles
- presentation drawing methods for the purpose of refining conceptual designs using drawing methods, including manual and digital methods
- techniques for generating and reflecting on ideas
- copyright obligations when using the work of others in visual communications.

Key skills
- apply techniques to generate alternative design possibilities
- use appropriate drawing methods to generate visible ideas and develop concepts
- select and apply different design elements and design principles when generating and developing alternative design options
- use selected manual and digital drawing methods, media and materials appropriate to visual communication purposes
- refine and present visual communications to meet their stated purposes
- apply practices that fulfil legal obligations in visual communications when using images belonging to others.

Area of Study 3

Visual communications in context

Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. In this area of study, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design. Students consider the works of designers in terms of their visual language and the use of materials, methods, media, design elements, design principles and presentation formats.

Outcome 3

On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge
- social and cultural factors that influence the design of visual communications, such as religion, community values and politics
- factors that influence visual communication practices, such as technology, economics and environmental considerations
- design styles of past and contemporary key designers
- ways in which manual and digital methods, media, materials, design elements and design principles are influenced by past and contemporary practices and cultural and social factors

- appropriate terminology.

Key skills
- describe visual communications in terms of their social and cultural settings
- identify the connections between past and contemporary visual communications practices
- describe visual communications in terms of how manual and digital methods, media, materials, design elements, design principles and presentation formats are applied
- use appropriate terminology.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:
- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials
- a presentation using digital technologies.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Area of Study 1

Technical drawing in context

This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study:

- environmental design or
- industrial design.

Distinguishing characteristics of these fields are provided on page 12 of this study design. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They develop an understanding of the context of presentation drawings in a selected design field. In this area of study students focus on the design process stages of development and refinement of concepts. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and digital methods to create the drawings.

Outcome 1

On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- understand target audiences, purposes and contexts of presentation drawings associated with a selected field
- two-dimensional drawing methods such as plans and elevations (environmental) and third-angle orthogonal projections (industrial)
- three-dimensional drawing methods such as perspective, isometric and planometric and three-dimensional process (environmental and industrial)
- rendering techniques for depicting the direction of light, shade and shadow and for representing surfaces, materials, texture and form
- methods used to refine drawings using manual and digital methods

- measures for evaluating effective drawings such as readability, clarity, accuracy, communication of message, usability and relevance
- technical drawing conventions used with presentation drawings such as those related to layout, dimensions, labels, symbols and lines
- role of the Australian Standards in providing nationally accepted conventions for technical drawing
- methods of drawing to scale using conventional ratios such as:
  - 1:50, 1:100 or 1:25 (environmental)
  - 1:1, 2:1, 1:5 or 1:10 (industrial).

Key skills

- apply drawing methods that are suitable for presentation drawings and the selected field
- use manual and digital methods to create presentation drawings
- select and apply technical drawing conventions used with presentation drawings appropriate to the selected field
- select and apply two- and three-dimensional methods to represent form, proportions and scale.

Area of Study 2

Type and imagery in context

Increasing advancements in the digital communication of information has led to a greater need to understand the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts. They use imagination and creative thinking to stimulate curiosity and to develop divergent options when selecting and manipulating images and type for print and screen-based presentations.

Broadly, in this area of study students focus on the design process stages of generation of ideas and development of concepts. Students fulfill legal obligations regarding ownership of type and apply this knowledge when completing research and generating and developing ideas.

Outcome 2

On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- features of key historical and contemporary typography
- techniques for analysing the relationship between type and imagery in visual communications
- terminology to describe family types and faces, and characteristics of the typeface
- image size and file formats suitable for print and screen-based presentations
- print and screen-based final presentation formats such as web pages, posters, packaging, magazines and banners for meeting different communication purposes
- typographic and layout conventions that assist with readability and legibility

- design thinking techniques for generating ideas and reflecting on options
- materials, media, design elements, design principles, and manual and digital methods such as drawing, painting, printing, digital photography, photography, collage, and three-dimensional process for visualising different ideas and concepts
- a range of digital design technologies and their capabilities such as a digital camera capturing images with a specified pixel resolution and software that tracks and adjusts kerning of type
- techniques for digitally manipulating type and images to convey particular moods or emotions
- copyright obligations when using typeface designs and images created by others.

Key skills
- describe and analyse the connections between past and contemporary typography
- analyse the use of type in visual communications
- generate ideas using imagery and text and reflect on suitability of conceptual options
- manage files and apply techniques to manipulate type and images using digital design technologies
- select and creatively use appropriate media, materials, methods, presentation formats and conventions to suit a range of communication design purposes
- apply practices that fulfil legal obligations when using existing typefaces and imagery.

Area of Study 3

Applying the design process

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the requirements of the brief.

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development. Students reflect on these options and further develop their preferred option. In response to their own evaluation, using the brief as a point of reference, students refine and present their visual communication. Throughout the design process students accumulate and annotate their drawings as part of their ongoing evaluation to assist with creating visual communications. They consider trademark, copyright and legal obligations of designers when using the work of others in all stages of the design process.

Outcome 3

On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge
- the role of the brief in establishing the parameters of a design task
- purposes of visual communications in relation to specified target audiences and contexts
- the design process as a framework for organising and implementing design decisions
- research and analysis for inspiration and to generate design ideas and concepts

- drawing methods to visualise ideas and concepts
- suitability of different manual and digital methods, media and materials for visualising ideas and developing concepts
- key features and functions of design elements and design principles
- techniques for refining and presenting visual communications using manual and digital methods
- design thinking techniques: creative, critical and reflective
- trademark and copyright legal obligations of designers when using the work of others
- appropriate terminology.

Key skills
- research and analyse information relevant to a given brief
- apply and document design thinking when engaged in the design process
- use freehand visualisation drawings and annotations to make ideas visible
- develop design concepts using suitable manual and digital methods, media and materials
- evaluate the suitability of design ideas and concepts in terms of the requirements of the brief
- select and use a range of appropriate manual and digital methods, media, materials, design elements and design principles
- apply techniques to refine and present visual communications
- apply practices that fulfil legal obligations when using the work of others
- use appropriate terminology.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:
- folio of technical drawings created using manual and digital methods
- folio of typography and image ideas and concepts created using manual and digital methods
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process using manual and digital methods
- final presentations of visual communications.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Area of Study 1

Analysis and practice in context

In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- communication – the design and presentation of visual information to convey ideas and concepts
- environmental – the design and presentation of visual information for built/constructed environments
- industrial – the design and presentation of visual information for manufactured products.

Distinguishing characteristics of these fields are provided on page 12 of this study design. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials. The visual communications created by students include two- and three-dimensional presentation drawings.

Outcome 1

On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- key design features of existing visual communications associated with the communication, environmental and industrial design fields
- techniques for analysing visual communications
- connections between existing and created visual communications

- characteristics of audiences that influence visual communications, including age, gender, interests, location, socioeconomic status and cultural background
- purposes of visual communications, including to advertise, promote, depict, teach, inform, identify and guide
- techniques for gaining attention and maintaining engagement of audiences using visual language
- characteristics and functions of design elements and design principles
- drawing methods to visualise ideas and concepts
- two-dimensional (orthogonal, plans and elevations and packaging nets) and three-dimensional (perspective: one and two point) and paraline (isometric and planometric) drawing methods to represent forms
- methods of converting two-dimensional representation to three-dimensional representation drawing and the reverse
- technical drawing conventions appropriate for specified purposes, including layout, dimensions, labels, symbols and lines
- techniques for creating visual communications using manual and digital methods
- methods, materials and media used for different visual communications
- key characteristics and functions of typography conventions including kerning, tracking and leading
- appropriate terminology.

Key skills
- analyse existing visual communications in terms of their key features in the three design fields
- make and document design decisions that are informed by the analysis of existing visual communications and the connections between them
- select and apply drawing methods and technical drawing conventions appropriate to different purposes, audiences and contexts
- select and apply a range of design elements, design principles, manual and digital methods, materials, conventions and media appropriate to different purposes, audiences and contexts
- use appropriate terminology.

Area of Study 2

Design industry practice

In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. They select contemporary designers from the communication, environmental and industrial design fields for their study. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

Outcome 2

On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- the stages of the design process used by visual communication designers
- the roles and responsibilities of designers, specialists and clients in the design and production of visual communications
- the practices of contemporary designers from the communication, environmental and industrial design fields
- the distinguishing characteristics of different design fields
- the role of the brief in documenting the parameters of clients' needs
- the processes and practices used for collaborating between designers, specialists and clients when presenting design directions, proposals and final presentations to clients
- evaluation techniques employed by designers throughout the design and production of visual communications
- decisions made during the design and production of visual communications to fulfil a brief, including the choice of materials, methods, media, design elements and design principles
- social, cultural, ethical, legal, financial and environmental factors influencing designers' decisions
- trademark and copyright legal obligations of designers when using the work of others
- appropriate terminology.

Key skills

- describe the roles and relationships between designers, specialists and clients in the communication, industrial and environmental design fields
- discuss the practices, techniques and processes used by designers in establishing briefs and in designing and producing visual communications that fulfil clients' needs
- explain how design decisions are influenced by a range of social, cultural, ethical, legal, financial and environmental factors
- identify practices that acknowledge ethical and legal obligations
- use appropriate terminology.

Area of Study 3

Developing a brief and generating ideas

In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client.

When defining the two needs for the client, students establish two clearly different directions that are distinct in their intentions and that will result in separate final presentation formats. For each need, consideration must be given to the target audience, the purposes of the communication and the possible contexts. These become the criteria to inform further decisions in the design process. Students must apply the design process twice; once for each need.

Students undertake research to gather information about each of the needs of the client and for inspiration in responding to the brief. Ideas are generated and explored, and possible methods, media and materials are investigated. Books, magazines, films, popular media, the internet, photographs, interviews, exhibitions and site visits can serve as sources of inspiration and information. Copyright and source acknowledgment conventions are observed.

The findings of the research and explorations are collated and then analysed using annotations and sketches to explain how they may be used to satisfy the brief. Students use both observational and visualisation drawings to investigate and document their ideas and approaches. They apply design thinking to organise their ideas. This work informs the evaluation and selection of design ideas that are developed into design concepts and presented as final visual communications in Unit 4.

Outcome 3

On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge
- design thinking that underpins the application of the design process
- the role of the design process in the creation of visual communications
- the contents of a brief and its role in guiding the development of visual communications
- the constraints on visual communications
- the contexts of visual communications
- the purposes of visual communications
- the characteristics of audiences that influence visual communications
- the role of research and investigation to clarify client needs and to seek inspiration for ideas
- techniques for accessing and referencing research sources
- methods for recording research and investigation findings, including observational drawings, sketches and annotations
- methods to support the recording of ideas, including visualisation drawings (two- and three-dimensional), sketches and annotations
- rendering techniques to show form, surface texture, light, shade and shadow
- key features and functions of design elements and design principles
- trademark and copyright legal obligations of designers when using the work of others
- appropriate terminology.

Key skills
- apply design thinking to create, analyse, evaluate, reflect on, and critique information and ideas
- document a brief that states two distinct client needs
- access and reference research material from a range of sources
- synthesise research and investigation findings
- apply freehand drawing and rendering techniques to represent observations of the form, structure and function of existing objects and/or spaces relevant to the brief
- apply visualisation drawing methods to explore and generate ideas
- annotate drawings to explain connections to the brief and research
- use appropriate terminology.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and a School-assessed Task. Both School-assessed Coursework and the School-assessed Task must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.	60	In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of: • two- or three-dimensional presentation drawing • use of manual and digital methods. AND
	15	An analysis of the connections between the three visual communications and the stimulus material using one of the following forms: • annotated visual communications • written or oral report supported by visual evidence.
Outcome 2 Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.	25	Any one or a combination of the following tasks: • a written report • short and extended responses • structured questions • an annotated visual report.
Total marks	100	

School-assessed Task

Assessment for Visual Communication Design includes a School-assessed Task. The student's level of performance in achieving Outcome 3 in Unit 3 and Outcomes 1 and 2 in Unit 4 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided on of this study design.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 35 per cent.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Area of Study 1

Development, refinement and evaluation

In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that ideas for each communication need are discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

Students explore and develop expertise in a range of appropriate manual and digital methods, materials and media for use in the design solutions for the brief. Two-dimensional and three-dimensional drawing methods may be used to assist with visualising and presenting solutions and determining proportions and scale, if appropriate. Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience. Students explain the reasons for their selection and use of particular materials, media and methods, design elements, design principles and presentation formats. They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

Outcome 1

On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- design thinking techniques that underpin the application of the design process
- the role of the brief in the development and evaluation of visual communications
- methods for visualising ideas and developing concepts
- different manual and digital methods, media, materials and conventions for developing a range of concepts
- the features and functions of design elements and design principles
- techniques for gaining attention and maintaining engagement of target audiences, using visual and written language
- functional and aesthetic factors that influence the selection of preferred concepts
- presentation formats in communicating different design intentions for different communication needs
- mock-ups as a method of testing the suitability of concepts
- methods for refining conceptual designs
- purposes and relevant components of a pitch
- methods of delivering a pitch to present and explain resolutions to a brief
- the extent to which final presentations meet the requirements of the brief
- the use of the design process as a framework for creating visual communications
- techniques for recording decision making including annotation
- trademark and copyright legal obligations of designers when using the work of others
- appropriate terminology.

Key skills
- apply design thinking to support the application of relevant stages of the design process
- select ideas for development that address the requirements of the brief
- select and apply a range of manual and digital methods, materials, media, design elements, design principles, presentation formats and conventions to develop concepts
- test and evaluate the suitability and quality of concepts
- devise and deliver a pitch that supports the presentation of refined concepts
- evaluate the quality of the refined concepts
- evaluate the design process as a framework for creating refined concepts
- refine concepts in the light of evaluation and reflection
- apply techniques to progressively record decision making and development of design concepts for two different communication needs
- apply practices that fulfil legal obligations
- use appropriate terminology.

Area of Study 2

Final presentations

This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

Outcome 2

On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge
- specific presentation formats to communicate design intentions for two different communication needs
- ways of presenting distinctive final visual communications that meet the requirements of a brief
- techniques for gaining attention and maintaining engagement of target audiences using visual language
- methods, materials, media, design elements, design principles and relevant technical drawing conventions to produce final visual communications.

Key skills
- select suitable presentation formats that meet the requirements of the brief
- select and apply a range of methods, materials, media, design elements, design principles, presentation formats and conventions, if appropriate to the brief, to develop final presentations
- create presentation formats for final visual communications to fulfil the requirements of two communication needs.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by the School-assessed Task. The School-assessed Task must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. It must be completed mainly in class and within a limited timeframe.

School-assessed Task

Assessment for Visual Communication Design includes a School-assessed Task. For this assessment teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3, and Outcomes 1 and 2 in Unit 4, according to criteria published annually online by the VCAA.

The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

Outcomes	Assessment tasks
Unit 3 **Outcome 3** Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.	A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief. The development folio for each need will include evidence of: • use of design process and design thinking strategies • annotated research for information and inspiration • observational and visualisation drawings • generation of a wide range of design ideas.
Unit 4 **Outcome 1** Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.	A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of: • use of design process and design thinking strategies • application of manual and digital methods, media, materials, design elements, design principles, presentation formats • development and refinement of concepts • construction and presentation of a pitch to an audience • reasons for selection of preferred concepts for each need.
Outcome 2 Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.	Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3. Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 35 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:
• Duration: one and half hours.
• Date: end-of-year, on a date to be published annually by the VCAA.
• VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
• The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.