**Kathryn Hendy-Ekers** - This presentation is for VCE Visual Communication Design for the implementation of the new study in 2024. This presentation is one of a suite of videos available on the VCE Professional Learning page for VCAA and this presentation is for Unit 3 Area of Study 2. There are other presentations for the Study specifications Unit 1, Unit 2, Unit 3 Area of Study 1, this Area of Study, and of course Unit 3 Area of Study 3, and Unit 4 Area of Study 1 and 2. My name is Kathryn Hendy-Ekers and I'm the Curriculum Manager for Visual Arts Media and Visual Communication Design. And with me presenting is Geoff Baker who is an experienced teacher you all know of Visual Communication Design.

So, we'll go through this presentation looking at the Study specifications. Just quickly an overview of Unit 3, a focus on Unit 3 Area of Study 2, the Key Knowledge and the Key Skills that you need to address, teaching and learning examples, a detailed example of how you can approach this particular Outcome, and then some related assessment. So, the Study specifications, as I've explained, are available in another video where we do explain those Study specifications. It is really important that your students are familiar with the definitions and language of those Study specifications that are used across the Study design. So, they must understand in each Area of Study and Outcome how those specifications are applied.

So, we have Visual language, Visual communication practises Design thinking, the VCD design process, Design, ideas, concepts and solutions, Methods, media and materials, Design elements and design principles, Fields of design practise, Aboriginal and Torres Strait Islander histories and cultures, Intellectual property and copyright, and Terms used in the study. There are also the Terms used in the study that are also defined. So, we have Good design, Human-centered design problems, Stakeholders, Design critique, Design pitch, and Circular design practises. Also importantly are the Glossary of command terms that the VCAA has published, and there is a link on the screen there to those Glossary of terms. They're all used across all of the Study designs and examinations now with the VCAA.

So, all our documents, we produce. And there is a list of the terms there. So, words like describe, analyse, explain, interpret, and how they should be defined in the context of where they're written. So, it's really important as well that when you are planning your unit of work, you do have a look at some of those terms. They're also used and applied in the assessment criteria and descriptors for VCE assessment. So just basically going over the content of Unit 3 and the three Areas of Study we have, which there hasn't been a lot of change to how many Outcomes we have in the Unit 3 and 4, just the nature and the content of those Outcomes. So, Area of Study 1 is a focus on Professional design practise, and you'll see there are design, or inquiry questions at the top of each Area of Study that will assist you with sort of reframing questions for your students and studying an inquiry process.

So, the first one for Area of Study 1 is 'What are the communication practises used by designers?' The second Area of Study is design analysis. So 'How designers use visual language?' and there is a definition of visual language in the Study design 'to communicate ideas and information to audiences or users?' And then the third Area of Study, which is related to the School-assessed task is covering the design process and the initial start of the design VCD design process, defining problems and developing ideas. So, the define and develop part of the process. So 'How do designers apply design process to reframe problems and develop ideas?' So, if your students have been through Units 1 and 2, they will be very familiar with how to reframe a design problem. Just an overview. This is from the support material of the content and the summary, a summary of the content for Unit 3 Area of Study 2, so Outcome 2.

So, there's the use of visual language to effectively communicate ideas in the information to audience or users. An analysis of the aesthetic decisions made by designers. So just keep in mind there is a bit of change of language here. The use of design elements, design principles, methods, media and materials in design examples, conception of what good design is. So again, if you go to the Study specifications video, you'll see there is a great example of what, or discussion about what good design is with some great links to, and there's lots of information in the support material. Then the influence of technological, economic, cultural, social, or environmental factors on design examples. So, we envisage that the development and sitting of the task should take you about four weeks.

So, here's the Outcome on the screen here. So "On the completion of this unit, the student should be able to compare and analyse design examples from selected fields." So, you can see there's an 's' in the bracket there of design practise, describing how aesthetic considerations contribute to the effective communication of information or ideas. So, the Key Knowledge is listed there. So, you'll see I just ran it very quickly through in the last slide as content. So, you can see that there are the key things that the students need to know. In terms of the Key Skills, this is where these command words come in. So, you've got words like 'command' and 'analyse', 'compare and analyse', 'describe', 'analyse' influences on aesthetic decisions, 'analyse' and 'evaluate' applications of methods, media and materials, design elements and design principles, conceptions of good design to evaluate design examples and use of appropriate terminology in the analysis and evaluation. So, I'm just going to hand it over to Geoff now who's going to talk through how he would approach this task with some teaching and learning ideas, and with a detailed example. Thanks Geoff.

**Geoff Baker** - Thanks Kathy. One of the things to be mindful of with teaching activities for this particular Area of Study is the four design fields. We have messages, objects, environments, and interactive experiences. Students should be able to compare design examples from selected design fields and they should be able to describe how aesthetic considerations contribute to the effective communication of information or ideas. The ability to be able to do this comprehensively in design field is important and the ability to be able to do it across design fields is something that could be a focus but making sure that students are very capable of doing it in at least a design field is extremely important. One of the things to be mindful of is the use of command terms in a lot of the work that the students are going to be doing.

So, making sure that the students are completely aware of what the differences between the command terms are. All of the slides that we've got presented for you today all clearly highlight the specific command term that we're focusing on with the particular activity. So when we're looking at the focus, which is the inquiry question of 'How can visual language communicate to audiences and shape behaviours?', one of the things that we want to do is to make sure that students are provided with examples of Visual Communications from messages, from objects, from environments, and from interactive experiences; fields of design. We're wanting to provide them with that opportunity to see them all, to be able to provide time for the students, to be able to observe them, to be able to then ask them to describe the things that they can see. When we're unpacking each example, students should be asked to identify the use of the visual language and describe how this may engage a target audience. We're looking at trying to ask the students to be able to describe how visual language communicates ideas and information through visual means. So always making sure that the students have that opportunity to be clearly identifying something but then to be able to go into the point of describing how that thing's actually occurring.

**Kathryn Hendy-Ekers** - And that's really important, Geoff. I just wanted to point out too that you've got those words, those command words are really bolded on the screen there. So, the word 'identify' and that definition has come from the command terms and thinking too when you're structuring your task about taxonomies and how you can apply Bloom's taxonomy to some of these terms.

**Geoff Baker** - I guess one of the things to consider is purposes. Students need to be able to select an example of a Visual Communication from each of the four design fields and then had an opportunity to be able to identify the purpose for each example. One of the things to be really mindful of is that there is no finite list of purposes. Purposes could be for any purpose. And a purpose for a message, for example, could be influencing behaviour or it could be about educating a viewer. It might be about guiding decision making or it could even be about expressing a value or an ideal, providing the students with an opportunity to be able to see a variety of different purposes and enabling them to be able to bring them from their own experiences an important component of these activities. An approach might be to consider something such as a 'think, pair, share.' So, a thinking routine that would enable perhaps a group of students to be able to look at the characteristics of an audience.

So, the first part of that would be to provide the example of the Visual Communication from the different fields of design and then have the students work together to identify the target audience. And so, this would be about identifying the specific characteristics that make that target audience clear. The next part of this activity would be to pair so then have the students be able to go through this originally by themselves, but then have the opportunity to discuss this. So they might be looking at the same work in the 'think' component and then give them the opportunity to be able to come together, to be able to pair up, and to be able to listen to each other's opinions so that they're actually having to explain their thinking to their partner and also even provide them opportunity to be able to have a discussion where they can actually explain their partner's thinking. The final part of the 'think, pair, share' is the 'share', and it's an opportunity for each pair to then summarise the ideas and share that with the entirety of their class. How you choose to do that, it might be that it's a written presentation, it might be a visual presentation. It may have actually be an opportunity for them to express those things orally.

Looking at things such as definitions and vocabulary, it's important for the students to be able to understand the key terminology that's in the new Study design. And we'd be looking at trying to encourage the students to be able to both identify and to describe factors that impact design. There's a list of possible factors in the Study design, economic, technological, environmental, cultural and social factors. And these factors that can be broken down into a variety of other subcategories such as aesthetics and historical events for example. Being able to enable the students to be able to utilise their vocabulary to be able to describe these factors from visual examples would be an important thing for them to be able to do. Being able to discuss aesthetic decisions, and this is a new term as a part of the Study design.

Looking at this inquiry question of what type of aesthetic decisions are made by designers when producing messages, objects, environments, or interactive experiences, it's an opportunity for our students to be able to identify the types of aesthetic decisions that designers make. For example, in a messages example, it might be that the designer makes a decision about the typeface being more legible than another one. In an environments design field, it might be an opportunity for a designer to consider a more open plan concept to accommodate for a larger, a smaller space to seem bigger. And so, it's an aesthetic thought. From an object's perspective, it might be the idea of a material being chosen that's a glossier reflection that would appeal to a more expensive target audience. And in an interactive experience, this situation it might be where you're looking at providing less options to create a smoother, easier process to be able to navigate whether that's in a digital experience or whether that's in a physical environment.

You could look at things like a mapping analysis activity where students could have the opportunity of finding one example of a Visual Communication for each of the four design fields. And in that mapping analysis, it would provide them with an opportunity to identify and then label the design elements and the design principles, the Gestalt principles of visual perception, which is a new thing as a part of our new Study design. And to be able to identify and label methods, media and materials that have been used to create that Visual Communication presentation. Students then would annotate how these features have been used effectively to meet the purpose and context.

An activity related to the aesthetic considerations might provide students with an opportunity of short answer questions to be able to demonstrate visual analysis where they're looking at existing Visual Communications from at least two different design fields and an opportunity for them to describe how the aesthetic considerations have contributed to the effective communication, bringing in that idea of notions of good design. At the end of the analysis, students could explain how they might use the same aesthetic considerations as inspiration for research when they're discovering and defining their own design problems as a part of their School-assessed task.

So, making connections between the different Areas of Study to be able to enable the students to understand how they can utilise those bits of information, the knowledge and skill that they've established, and transfer that into the SAT experience. An activity relating to influencing factors might be an opportunity for students to work in small groups to be able to investigate a particular influence of a technological, economic, cultural, social, or environmental factor, something that has affected the decision making on the design. It could be an opportunity for students to be able to create a table of examples for each of the design fields and to be able to share their results with the class. They could produce a common document that could be utilised by everybody.

An opportunity to look at something like brand design. You could create a situation where students have the chance to see an example of a brand design from the Premier's Design Awards website, which is included here as a link, and provide the students with a chance to describe how the designer has achieved a consistent brand across a range of design collateral. That opportunity to be able to see how the application of design elements and principles has been consistent or inconsistent and what that does to the consistency of the brand. Again, it's that opportunity of being able to focus on the command term of 'describe'. You could look at the idea of some design features and so activities that provide students with an opportunity of a short-written analysis that could focus on perhaps two examples of Australian architecture.

So, provide examples that could allow an architect to show different uses of methods whether it's manual or digital drawing, perhaps it's model making or prototyping, the differences between visualisation, drawing and technical drawing. It's a chance for the students to be able to discuss how they think the architect would be able to use those methods in different ways to be able to communicate particular information to their target audience. You could look at interactive experiences and provide an opportunity where an example could be presented, and the students have to consider how that app has been applied. So thinking about describing the aesthetic considerations, specifically looking at things such as the use of Gestalt principles of visual perception, looking at the way in which an effective experience is created by good design, and the response would provide the students with an opportunity to be able to identify the target audience, to identify the purpose, and to describe the aesthetic considerations that the designers would've gone through. You might look at specific fields and might look at specific people.

So, providing the students with an opportunity to look at a particular designer and have a look at their career. Maybe you're looking at the particular work of an architect such as Glenn Murcutt, for example. You might look at a specific job such as the Newport Mosque and provide the students with an opportunity to discuss the way in which that work has influenced social and cultural factors. And so how the particular designer has been able to go through that process. You might look at the design awards and you might provide an opportunity for your students to examine a range of contemporary product designs by looking at examples from the website, perhaps getting them to select one or two, and then have them consider how the industrial designers have actually addressed the relationships between the aesthetic decisions and the purposes, context of the products that they've designed. Again, it's an opportunity for them to examine, and it's a key important command term as a part of our new study. You might provide the students with an opportunity to look at design styles, so looking at things broadly in the way in which they could look at past design styles and collect a variety of examples and see how these things have been influencing current designers. You might take a look at an example such as the pavilion designs.

So, looking at something like M Pavilion and the programme that's been put together there and have the students investigate past examples of pavilion design. That opportunity to investigate and to then be able to identify this is the key features, to be able to recognise the elements, the components that make up that particular experience. You might ask the students to identify and discuss the context and the culture, the purpose, the audience of the pavilions. You might provide them with an opportunity to examine how design elements and principles, how methods, materials, and media have been being used to best attract the attention and to maintain the engagement of a specific target audience. Now, a more detailed example might be to look at something such as a comparative analysis.

And so, what you might be looking at doing is providing the students with an opportunity of presenting in one of many formats. It might be that it's a written report, it could be that it's an annotated visual report, or it may be a response that's presented in a digital format such as an online presentation or an interactive website. Now, the learning activities that would lead to their opportunity of being able to create their response might start with some things to do with the entire class. So, you might get the entire group to look at examples of good design from the design fields, all of them, and then to have the opportunity to identify criteria that could be established for good design, and to then have the students discuss why they believe these examples are good design.

And just a reminder that there is no bad design. It's the idea of being able to have a designer move towards a notion of good design. You might move them into small groups and provide them with an opportunity of collecting some of those examples and to then focus that design field and arrange, perhaps utilising a digital format such as a digital whiteboard or maybe putting something together in a PowerPoint presentation, opportunity for them to be able to collaborate together. So, for each example, the students could then identify purposes, context, and target audiences, and then they could discuss how these examples have shown visual language to be able to engage and to maintain the attention of the target audience. You might start by looking at the Victorian Premier's Design Awards or the Melbourne Now websites that we'll show you some links for soon. Right here.

**Kathryn Hendy-Ekers** - On this page. So, you can use access those links. You'll have a copy of the presentation.

**Geoff Baker** - So then an opportunity to bring from the larger experience down to a medium experience down to the individual. So here, the students could work independently, and perhaps have them select two Visual Communications from different design fields or perhaps from just one single design field. And maybe get them to create a Venn diagram where they could actually identify the similarities and differences regarding the different terminology that you want them to explore. Just remember, when choosing examples from the same design field, you need to ensure that the examples are different in purpose, different in context, and that the use of methods, media, and materials is different as well. This provides the students with an opportunity to move into a written task, and so it could be that they complete their written report that enables them to be able to compare and to analyse two unseen design examples. So, this could be a situation that you establish under test conditions.

So, you've provided them with an opportunity of going through the process and then provide them with an opportunity of being able to do this with something they haven't seen previously. The prompts on the following slides could be provided to assist students in comparing the similarities and the differences. So, you might ask them to do things such as describe the Visual Communication. You might ask them to describe the target audience or the users. You might ask them to identify and discuss the purposes and the context. You might ask them to identify two design elements and two design principles, and then with reference to the Visual Communication, have them explain how they've been used in the communication to be able to communicate an idea or a message. Other prompts that could be used to assist in comparison might be about identifying the use of methods, identify the use of media or the identify the use of materials, have the students choose one of each of them, and then get them to discuss how they've been used to target the audience and how they fulfil the purpose in that context.

To be able to consider discussing how visual language is used to engage the audience and how it's being used to maintain their attention. You might also ask them, depending on the design field, to consider the way that the designer has been influenced by how users experience or interact with or even respond to places and systems and things. You might ask them what factors may have influenced a design decision. You could also look for things such as how would the designer respond to ethical or legal requirements? You might think about asking questions such as 'Why is this an example of good design?' And provide them with an opportunity to be able to explore that by explaining. And you might consider asking them things about what are the similarities and the differences. The conditions for this, most likely it will be under test conditions with each student writing their own report individually.

So, assessment for Outcome 2 requires the students 'to be able to compare and analyse design examples from selected field or fields of design practise describing how aesthetic considerations contribute to the effective communication of information or ideas.' Now, it's looking for a comparative analysis of design examples presented in one of the following formats. So, the formats that we'll be utilising in our activities such as written reports, visual report, or a response presented in a digital format such as a presentation or interactive website. This should be around about, this should be 50 marks because it's around about 10% of the study score.

**Kathryn Hendy-Ekers** - So thank you very much, Geoff, for that great explanation of Area of Study 2 and Outcome 2 for Unit 3 with some really great examples there. If you need any more information about Visual Communication Design, my details are on the screen there, so please feel free to get in touch with me and we hope to see you throughout the year. Thank you.

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