**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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| **9 and 10** |  **Strand** | **Explore and Represent Ideas** | **Visual Communication Design Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience [(VCAVCDE006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE006) | Generate, develop and refine visual communication presentations in response to the brief [(VCAVCDE007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE007) | Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design[(VCAVCDV008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDV008) | Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief [(VCAVCDP009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP009) | Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts[(VCAVCDR010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR010) | Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts [(VCAVCDR011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR011) |
| **Sequence of lessons / Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # |
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| **Levels 7 and 8 Achievement Standard**Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 8* Students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts.
* They apply this knowledge in the development of their own visual communication practices.
* Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.
* Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places.
* They identify and describe practices of visual communication designers in visual communications from different cultures, times and places.
 | By the end of Level 10* Students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. (1)
* Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs. (2)
* They evaluate, reflect on, refine and justify their decisions and aesthetic choices.(3)
* Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. (4)
* They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. (5)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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