Visual Communication Design,   
Levels 7–10 – Think, Innovate and Design activities

The VCAA has developed the following resource for Visual Communication Design. The resource includes a range of creative and imaginative activities across the content descriptions in all strands of Visual Communication Design from Levels 7 to 10. The activities can be completed by students at home, if they are working remotely, or by students working in the classroom.

This resource has been developed to assist teachers by providing examples of activities in which students can demonstrate their understanding of the curriculum. Activities are grouped by band: Levels 7 and 8 and Levels 9 and 10. A table for each band includes the relevant achievement standard, plus a series of linked activities relating to the content descriptions in the Visual Communication Design strands Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, and Respond and Interpret. Teachers can choose to focus on specific strands and specific parts of the relevant achievement standard.

Teachers would need to prepare students for these activities with a range of teaching and learning activities. They may also wish to prepare guidelines for students to go with these activities. Teachers should monitor students’ completion of the activities and assess their work against the relevant achievement standard/s. Students could submit evidence of these activities for teachers to assess by taking photographs of their work and emailing them to the teacher, emailing completed documents to the teacher, or uploading their images and documents to the school learning management system.

Visual Communication Design, Levels 7 and 8

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| **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. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas | |
| Explore and apply methods, materials, media, design elements and design principles to create and present visual communications [(VCAVCDE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE001) | Students explore poster design by investigating the materials, methods and media used to create the posters and the design elements and principles used to attract and maintain audience engagement:   * Students view a range of websites and resources on poster design, such as: * [How do posters work? (Cooper Hewitt)](https://dx.cooperhewitt.org/lessonplan/how-do-posters-work/) * ['Shepard Fairey returns to a New York building he tagged as a student to create a city-sanctioned mural of Rosario Dawson' (Artnet)](https://news.artnet.com/exhibitions/shepard-fairey-bowery-rosario-dawson-mural-1611340) * [Who was Roy Lichtenstein? (National Gallery of Australia)](https://nga.gov.au/lichtenstein/pdf/nga.lichtenstein%20ed%20cards.2.pdf) * [Then Posters (National Gallery of Victoria)](https://www.ngv.vic.gov.au/melbournenow/projects/579.html). * Students could also go out into their local area and photograph any public advertising posters they see. Students discuss the materials, media and methods used to create the posters, such as illustration methods, use of type, and imagery. * The posters that the teacher and students select could be based on a common theme such as political posters, or billboard advertising or street advertising for music releases or movies. It is recommended that the teacher and students select at least five posters based on a theme or across a range of themes. * Students list and describe the design elements and principles used in the posters and how audience attention is engaged and maintained.   Students explore the use of materials, methods and media in the illustration of toy and game design:   * Students explore toys, packaging for toys and online games, illustrations that are used to market toys and games, and/or illustrations that are used in game design. * Students list and describe the design elements and principles used in the selected toy or game illustration, package or design, and they explain how audience interest is engaged and maintained. |
| Visual Communication Design Practices | |
| Use manual and digital drawing methods and conventions to create a range of visual communications  [(VCAVCDV002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDV002) | Students use a photograph as a basis for a poster design. Their poster should contain an image and one or two words:   * Students trace the main lines in the photograph, and then use coloured pencils or textas to use two colours and tone to create an image similar to those of Roy Lichtenstein or Shepard Fairey. They could trace the photograph on a computer software program and fill in the shapes using a paint tool. * They research different forms of type and fonts to add text to their image. A variety of different fonts can be found at [dafont.com](https://www.dafont.com/). * Students combine both the type and the image to create their poster.   Students develop illustrations for characters for a game or toy:   * Students photograph a toy such as a LEGO construction or a character from a game. They could also use images from online games as a source. * They trace the photograph, tracing over the lines and shapes. They then colour their illustration in pencil or texta using two colours and tone to create their image. * Students may wish to add text to the image. They can research different forms of type and fonts and add them to the image, considering the layout of image and the type. |
| Present and Perform | |
| Develop and present visual communications for different purposes, audiences and in response to specific needs  [(VCAVCDP003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP003) | When developing their ideas for their poster or illustration, students research the purpose of and audience for the visual communication design:   * Posters – Students consider where the poster would be displayed. They could photograph a location and then use photo imaging software to place their poster in the location. * Toy or game illustration – Students write a list of features of their character or game. They then write a paragraph about the character or game for a target audience. |
| Respond and Interpret | |
| Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts  [(VCAVCDR004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR004)  Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts  [(VCAVCDR005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR005) | Students research posters on a particular theme from different periods of time, such as advertising, movie or political posters from different periods:   * They discuss the different styles of the posters, their purpose, and the audience for each poster. * They discuss the use of materials, methods and media to develop the posters, based on the context of where they were and/or are displayed. They compose a list of the materials, methods and media used, using the descriptions of materials, methods and media in the [Victorian Curriculum F–10 ‘Learning in Visual Communication Design’ statements](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/visual-communication-design/introduction/learning-in-visual-communication-design). * Students list the design elements and principles used in the posters and write a description of how each is used.   Students can select a game or character and analyse it the same way, using the points above. |

Visual Communication Design, Levels 9 and 10

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| **Achievement standard** | |
| 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.  Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.  Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas | |
| 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) | The references for these activities are the [VCE Visual Communication Design Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx) cross-study specifications (pp. 9–12) and [Advice for Teachers - Visual Communication Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/advice-for-teachers/Pages/Index.aspx) (specifically the [Guide](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/advice-for-teachers/Pages/ConsiderationsToolsandComponentsGuide.aspx), [Drawing methods](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/advice-for-teachers/Pages/ConsiderationsToolsandComponentsDrawingMethods.aspx) and [Typographic conventions and terms](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/advice-for-teachers/Pages/ConsiderationsToolsandComponentsTypographicConventionsandTerms.aspx) sections).   * The teacher introduces students to the steps of the Visual Communication Design process. * The teacher provides students with a range of briefs to read. Students identify and describe the following: client, communication needs, audience, context, timeline, constraints, and format of the final presentations of the brief. Examples of briefs should come from the three design fields: Environmental, Communication and Industrial Design. * Students research the visual communication designs that they can produce and list three that they could use to meet a brief that they will develop themselves. Using a template provided by the teacher, the students write their own briefs. * Once the brief has been written, students begin to brainstorm ideas for their final presentations. * They research the materials, methods and media used to produce their final presentation. They write step-by-step instructions for the generation and development of their final presentation, listing the materials, methods, media and drawing conventions they will use. For example, if the student has chosen an architectural façade what perspective drawings will they use? Will they produce two-dimensional plans? The lists in the cross-study specifications of the VCE Visual Communication Design Study Design can help students make their decisions. From the steps that they write, students produce a timeline for the production of their final presentations. * Students begin researching their final presentation online or using books and magazines. They create two to three pages of research relating to their final presentation. The student research folio can be created manually using paper and pencils or digitally using a computer software program. Students can photograph the stages of their work and create a digital folio that can be uploaded to the school learning management system. They could also use a program or service such as OneNote or Google Classroom. |
| Visual Communication Design Practices | |
| 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) | Students need to have completed the brief before beginning these steps:   * Using their brief and timeline as a guide, students explore the drawing conventions, materials, methods and media they will use to create their final presentation. They could research online tutorials that will help them practise their drawing skills. They complete two to three pages of trials of different drawings or typographic conventions, materials and media in their folio. * Students complete mock-up drawings or thumbnail sketches of their final presentations in their folios. They annotate the drawings, explaining the use of design elements and principles. * Students select their preferred design option and commence creating their final presentation using digital drawing tools. If the student does not have access to suitable digital technologies, their work can be formalised on paper using pencils, pens and textas. * Students document the steps they take to refine their work by photographing it and annotating the changes made, referring to the design elements and principles. |
| Present and Perform | |
| 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) | Students need to have completed the brief before beginning the design process:   * Students present their final presentations in an oral presentation or through a handwritten or typed statement. They explain the processes they undertook to develop their ideas, by referring to the drawing conventions of the design field, media, methods and materials. They explain their selections of design elements and principles that they used to engage audiences and maintain interest. * Students explain the design field that applies to their presentation and the context, constraints and audience of the presentation. |
| Respond and Interpret | |
| 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) | * Using the selected design field from their final presentations, students find two similar design examples from different periods of time. For example, if students have selected a chair design as their presentation they may select a range of chairs from different countries and historical periods. * Students analyse and evaluate: * the influences on and the context of the designs. They compare them and discuss: How has the design changed over time? * the materials, methods and media used to create both examples. How have these changed over time? * the use of design elements and principles in each example. What has influenced the change in the design over time? |