

# Design & **Visual** Communication

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**Level 1 NCEA**  
DVC Course Booklet

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Waiopahu College  
**2017**

# PROGRAMME 2017

## Term 1

WEEK	CONTENT	ASSESSMENT	DATES
1	Intro / Sketching revision	AS91063 (sketching) AS91067 (designer)	30 Jan – 3 Feb
2	Sketching revision		6 Feb – 10 Feb
3	<b>Unit One: DESIGNER - Bio</b>		13 Feb – 17 Feb
4	Chosen designer traits – historical influcnce		20 Feb – 24 Feb
5	Chosen designer examples		27 Feb – 3 Mar
6	<b>Unit Two: BIRD HOME</b>		6 Mar – 10 Mar
7	Research + Ideation		13 Mar – 17 Mar
8	Ideation		20 Mar – 24 Mar
9	Chosen concept		27 Mar – 31 Mar
10	Chosen Concept construction		3 Apr – 7 Apr
11	Development – sketchup (function)		10 Apr – 14 Apr
TERM ONE HOLIDAYS (17 April – 28 April)			

## Term 2

WEEK	CONTENT	ASSESSMENT	DATES
1	Final design + Eval	AS91073 (Comp.) AS91069 (Pres.)	1 May – 5 May
2	Intro to Layup programmes		8 May – 12 May
3	Intro to Layup programmes		15 May – 19 May
4	<b>Unit Three: PRESENTATION</b>		22 May – 26 May
5	<b>Research</b>		29 May – 2 Jun
6	Concepts		5 Jun – 9 Jun
7	Development – Creating lagery		12 Jun – 16 Jun
8	Development – Layup on computer		19 Jun – 23 Jun
9	Final – Test print and critique		26 Jun – 30 Jun
10	Final		3 Jul – 7 Jul
TERM TWO HOLIDAYS (10 July – 21 July)			

# Term 3

WEEK	CONTENT	ASSESSMENT	DATES
1	<b>Unit Four: Bus Stop</b>	AS91063 (sketching)	24 Jul – 28 Jul
2	Concepts - floorplan		31 Jul – 4 Aug
3	Development - external		7 Aug – 11 Aug
4	Development – construction + sizing		14 Aug – 18 Aug
5	Development - Garden		21 Aug – 25 Aug
6	Final Due		28 Aug – 1 Sep
7	Ortho – Planning sheet		4 Sep – 8 Sep
8	Ortho	AS91064 (ortho)	10 Sep – 15 Sep
9	Ortho		18 Sep – 22 Sep
10	Ortho		25 Sep – 29 Sep
TERM THREE HOLIDAYS (26 September – 22 July)			

# Term 4

WEEK	CONTENT	ASSESSMENT	DATES
1	Paraline / Computer Paraline	AS91065 (paraline)	16 Oct – 20 Oct
2	Paraline		23 Oct – 27 Oct
3	Paraline / Exhibition		30 Oct – 3 Nov
4	EXAMS		6 Nov – 10 Nov
5			13 Nov – 17 Nov
6			20 Nov – 24 Nov
7			27 Nov – 1 Dec
8			6 Dec – 10 Dec
9	Activities Week		13 Dec – 17 Dec
<b>XMAS HOLIDAYS</b>			

# IMPORTANT!

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## 1. Due Dates

Each assessment has a Formative assessment date which will be defined closer to the times of each due date. These Formative hand in dates are essential for personalised feedforward. This ensures that you know what you need to do to achieve to the best of your ability.

## 2. Homework

- Each credit represents 10hrs of work; there are up to 20 credits on offer. This represents 200 hours of work if you want them all. You will get approximately 130 hours of in-class-time, you are expected to complete the rest in out-of class time.
- If you are aiming for Merit and Excellence grades then you will need to do more than this.

## 3. Graphics Lunchtime Labs

- There is a Graphics lunchtime lab on Tuesdays and Thursdays if you need help or advice for your DVC projects.

## 4. How you can help yourself towards a successful year in Graphics?

- Don't waste your time in class
- Listen to your teacher
- Arrive to class on time and be prepared – equipment, books, and folders
- Plan your time and make sure you know when work is due
- Organise a good area at home for your homework

## 5. How can your parents help?

- Tell them what your projects are about – they may know something!
- Show them this information book
- Provide you with a study area away from distractions
- Encourage you to do homework everyday

# ASSESSMENT

## ACHIEVEMENT STANDARDS

Title	AS #	Credits	Level:
Use the work of an influential designer to inform design ideas.	AS 91067 (1.34) Internal	3	1
Produce freehand sketches that communicate design ideas	AS 91063 (1.30) External	3	1
Produce instrumental, multi-view orthographic drawings that communicate technical features of the design ideas.	AS 91064 (1.31) External	3	1
Produce instrumental paraline drawings to communicate design ideas	AS 91065 (1.32) External	3	1
Promote an organised body of design work to an audience using visual communication techniques	AS 91069 (1.36) Internal	4	1
Implement basic procedures to produce a specified digital media outcome	AS 91073 (1.43) Internal	4	1

**Total: 20**

## ASSESSMENT GUIDELINES

The assessment of the Year 11 Design and Visual Communication course will be based on projects completed throughout the year. Each Unit will be assessed according to the following criteria:

Unit:	AS # Opportunity
Unit One: <b>Designer</b>	AS 91063 (1.30) Sketching AS 91067 (1.34) Influential Designer
Unit Two: <b>Bird Whare</b>	AS 91063 (1.30) Sketching AS 91067 (1.34) Influential Designer
Unit Three: <b>Presentation</b>	AS 91073 (1.43) Basic Procedures AS 91069 (1.36) Presentation
Unit Four: <b>Bus Stop</b>	AS 91063 (1.30) Sketching AS 91064 (1.31) Orthographic AS 91065 (1.32) Paraline

# EQUIPMENT

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Yr 11 Graphics will require some serious consideration towards investing in good equipment as listed below:

- Pencils with differing hardness (e.g. HB, 2H, 4H)
- Reasonable quality compass and divider set. (Note that reasonable quality does not mean expensive).
- Colouring pencils would be an advantage (There are some class sets of Aquarels and colourtips available).
- A3 envelope/ folder to keep your work, research and brief notes safe.
- A decent eraser and a pencil sharpener, of which you should never lend to anyone.

You will be provided with a spiral bound sketch book,

# HOMEWORK

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We want you to develop sound work habits. Your parents can assist in this by helping you organise your homework. You will be expected to use this time to support the on-going development of your design ideas and final solution for the current Unit we are working on in class.

At this level, you should be completing at least 30 minutes after school developing your ideas.

Failure to hand in assignments will result in disciplinary action and contact with your parents.

Homework includes but is not limited to:

- **Reading the booklet and working to the timelines inside**
- **Completing work started in class**
- **Learning design terminology**
- **Completion of assignments**

# Parents/Guardian sign off sheet

*Take this information booklet home for your parents to read, it is important that they know what you are doing for Graphics this year.*

I have read the student information booklet and understand the requirements, which must be met for course completion.

I understand that my child must attend class regularly, bring the correct equipment to each lesson and complete the set assignments and projects on time.

I also understand that a significant portion of the class work is completed as assignment work at home; I will need to provide a space at home where regular work can be completed.

Parent/Guardians signature..... Date.....

# UNIT ONE: Designer



Develops  
evidence for  
EXTERNAL  
ASSESSMENTS

**AS 91063 (1.30) 3 Credits**

**Produce freehand sketches that communicate design ideas**

Supports  
INTERNAL  
ASSESSMENTS

**AS 91067 v2 I (1.34) 3 Credits**

**Use the work of an influential designer to inform design ideas.**

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DUE DATE: Your work **MUST** be handed in: **20th MAY 2017**

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## Background:

As a designer, it is important to know the history of design and where the different styles of design came from.

## Brief:

Select a designer that you find interesting and research their background, style, influences and work to gain a greater understanding of their journey and features as an artist. Use this information to design a Bird Home for the Horowhenua Lake conservation programme.





# 1. Initial Research

## a) Choosing your inspiration

You will be designing a protective bird enclosure for the Horowhenua Conservation Programme that is inspired/influenced by a New Zealand artist/designer. First you need to identify and research an artist/designer and present the information you collect to your class.

A list of suggested designers is given below; if you wish to choose an alternative designer then you must clear it with Miss Rouse first!

### Influential Designers:

**Frank Lloyd Wright**  
**Mies van der Rohe**  
**Ettore Sottsass**  
**Ron Arad**  
**Norman Foster**

**Santiago Calatrava**  
**Hundertwasser**  
**Tadao Ando**  
**Zaha Hadid**  
**Charles and Ray Eames**

### **- Which designer have you chosen?**

*Basic info about your designer with a quote from them. What inspired your designer to create their work?*

### **- Why is your designer famous?**

*What are some traits your designer has in their work? (curves, natural designs, grass, straight lines, boxes etc)*

### **- Analyse 2 examples of your designer's works using aesthetic and functional terminology.**

### **- What technology influenced your designer?**

*You will need to look at the years they designed, and do some research into what they could use. ie: Computers? Machines? Materials etc*

### **- What do you need to have in your work to make it link back to your designer?**

# END OF UNIT 1 CHECKLIST

Make sure you have provided EVERYTHING listed here when you hand in this unit!

My project contains the following:

	TICK	DATE
Chosen designer stated		
Chosen designer reason		
Bio of chosen designer		
Education of chosen designer		
Traits of chosen designer		
Technology at the time of the designer		
2x Examples of the designers work with annotations using design terminology		
Interpretive sketches of the designers work		

**DUE 3 March, 2017**

- Week 5, Term 1 -



## Assessment Schedule 91067 v4

Design and Visual Communication (1.34) - **INTERNAL**

Use the work of an influential designer to inform design ideas.

Achievement	Merit	Excellence
Use the work of an influential designer to inform design ideas.	Use the work of an influential designer to clearly inform design ideas.	Use the work of an influential designer to effectively inform design ideas.
<ul style="list-style-type: none"> <li>• <i>Research on a selected designer has been a collated and presented; identifying the aesthetic and/or functional characteristics that are typical of their work. This could include sketches, and different forms of information including images, quotes and student qualitative judgments and design notes.</i></li> <li>• <i>Student has used the work of an influential designer to inform design ideas by recognising the aesthetic and/or functional characteristics of an influential designer's work in design ideas.</i></li> <li>• <i>Student has produced design sketches that use the aesthetic and/or functional characteristics of an influential designer's work in their design ideas.</i></li> </ul>	<p>Research on a selected designer as Achieved states, and as well:</p> <ul style="list-style-type: none"> <li>• <i>Student has used the work of an influential designer to clearly inform design ideas by integrating aesthetic and functional characteristics of an influential designer's work in the development of design ideas</i></li> <li>• <i>Student has produced design sketches that integrate the aesthetic and functional characteristics in a range of ideas that are explored and refined. Supported by qualitative judgments and notes that explain how the designers work clearly informs own ideas.</i></li> </ul>	<p>Research on a selected designer as Merit states, and as well:</p> <ul style="list-style-type: none"> <li>• <i>Student has used the work of an influential designer to effectively inform design ideas by integrating aesthetic and functional characteristics of an influential designer's work in the development of design ideas in ways that are meaningful to the context specified in the design brief.</i></li> <li>• <i>Student has produced design sketches that integrate the aesthetic and functional characteristics in a range of ideas that are explored and refined.</i></li> <li>• <i>Supported by qualitative judgments and notes that explain how the designers work clearly informs own ideas in ways that are appropriate to the context specified in the brief. The work of the designer and students own ideas are combined and meet the specifications of the brief.</i></li> </ul>

# UNIT TWO: Bird Whare

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Develops  
evidence for  
EXTERNAL  
ASSESSMENTS

**AS 91063 (1.30) 3 Credits**

**Produce freehand sketches that communicate design ideas**

Supports  
INTERNAL  
ASSESSMENTS

**AS 91067 v2 I (1.34) 3 Credits**

**Use the work of an influential designer to inform design ideas.**

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**DUE DATE:** Your work **MUST** be handed in: **14th April 2017 (Week 11, Term 1)**

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## Background:

The Horowhenua region is looking to preserve their natural landmarks to attract wildlife and tourists. The first landmark on the list is the Horowhenua Lake.

## Issue:

The Horowhenua Lake is full of stoats, cats and other intrusive mammals. To attract small birds back to this area, protective shelters for the birdlife need to be created.

## Brief:

Design a protective enclosure where small birds are safe to nest, eat, sleep and live free from danger.

## Design Specifications:

- The design must reflect the style and principles of the designer you have researched.
  - You must use sketchup to create a SCALE 3D model for presentation to the council
  - You must know how the design is constructed
  - Your design must have sleeping/nesting area for small birds
  - Your design must have a feeding area safe from predators
  - The bird house must be elevated and **safe**
- .....

## Project Requirements:

In your portfolio you will apply visual communication and design techniques and knowledge to *initiate*, *explore*, and *refine* your ideas.

Your portfolio must show the progression of your design ideas and could include visual diaries, sketches, drawings, models, photographs, digital media, display boards, or installations, supported by annotations as required. Creating your portfolio involves four stages:

1. Initial research
2. Initial ideas
3. Ideas development
4. Final Design

## 1. Research - Existing bird houses (4x minimum)

Using the internet and any other sources you would like, find some interesting birdhouses that have innovative design features.

Find images that can help you figure out how to construct your own ideas, and sketch these into your design process.

## 2. Initial Ideas (2x minimum)

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Generate ideas for your bird house. It is very important that you show the link between your ideas and the designer that you researched. You will use these methods to get ideas.

- Ideation
- Concept Maths
- Sketchup

## 3. Idea Development

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Refine and review your initial ideas towards a preferred idea. Explain and justify your choices.

Use Google Sketchup to refine these ideas. You need to create a scale model on sketchup and this will be used later for your presentation standard.

There will need to be materials research and environmental research as well at this stage - so that you know you are creating a design that is fit for purpose.

***Remember to keep a record of your changes at each stage of the Sketchup model. It is important that you document the process to show your decision making.***

## 4. Final Design

Produce a final design of your Bird house on Sketchup.

You need to produce screenshots of your design that cover the following styles:

- *Front, Side, Top (Plan) view*
- *Isometric View*
- *2 Point View*
- *Interior Views*
- *An image of the design in its native environment*

With every final design comes a great evaluation! In an evaluation you need to write about the positives and negatives of the design, using design terminology. Explain how your design links to your designer.

*Write about how you have met the design specifications.*

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# END OF UNIT 2 CHECKLIST

Make sure you have provided EVERYTHING listed here when you hand in this unit!

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My project contains the following:

	TICK	DATE
Brainstorm / evaluation of Brief		
Research / Presentation on my chosen designer		
Research of existing bird houses		
Ideation (sketched)		
Concept maths (sketched)		
Chosen design (sketched)		
Construction of your design (sketched)		
Sketchup Developments - Exterior		
Sketchup Developments - Interior		
Materials research		
A final design that effectively integrates aesthetic and functional characteristics of chosen designer		
Final design interior screenshots		
Final design exterior screenshots		
Evaluation		

## DUE 14th April, 2017

- Week 11, Term 1 -



## Assessment Schedule 91067 v4

Design and Visual Communication (1.34) - **INTERNAL**

*Use the work of an influential designer to inform design ideas.*

Achievement	Merit	Excellence
Use the work of an influential designer to inform design ideas.	Use the work of an influential designer to clearly inform design ideas.	Use the work of an influential designer to effectively inform design ideas.
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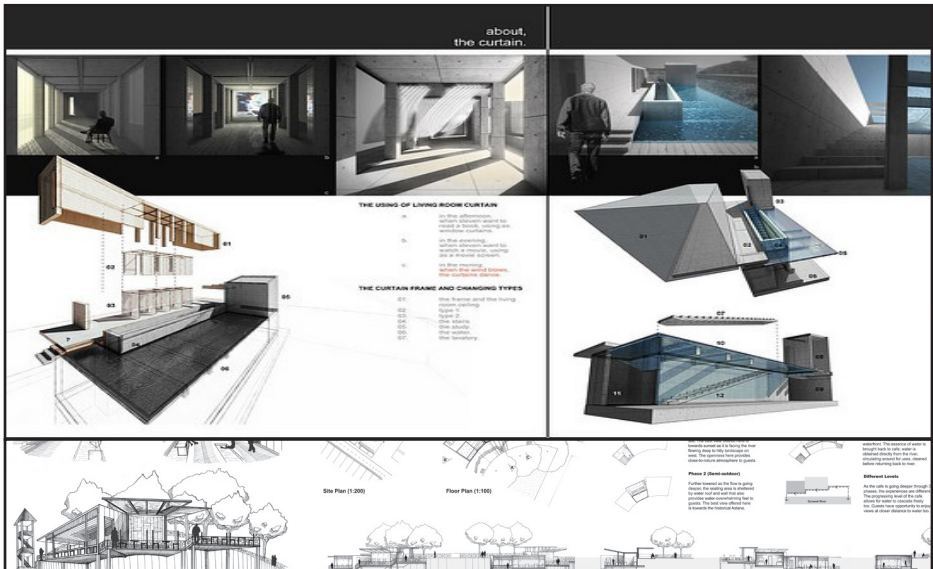
## Assessment Schedule 91063

Design and Visual Communication (1.30) - **EXTERNAL**

*Produce freehand sketches that communicate design ideas.*

Achievement	Merit	Excellence
<p>Produce freehand sketches that communicate design ideas.</p> <p><i>Communicate refers to freehand sketches that show basic design features e.g. shape, form and/or function.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>The students' design ideas will explore and communicate the use, purpose (function) or visual appeal of their design, including the use of: <ul style="list-style-type: none"> <li>-2D views</li> <li>-3D form using isometrics, perspective, oblique or planometric drawing methods</li> <li>sketching techniques, such as: quick rendering, crating, and the use of line hierarchy</li> </ul> </li> </ul>	<p>Produce freehand sketches that <b>clearly</b> communicate design ideas.</p> <p><i>Clearly communicate refers to freehand sketches in proportion that show detailed design features e.g. construction and structure, function and aesthetics.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>The students' designs will be that of the criteria for Achievement and will also show: <ul style="list-style-type: none"> <li>-proportion</li> <li>-detail, eg, construction, structure, use and operation (function)</li> <li>-shape, form, and finish (aesthetics).</li> </ul> </li> </ul>	<p><i>Produce freehand sketches that <b>effectively</b> communicate design ideas.</i></p> <p><i>Effectively communicate refers to freehand sketches that show in-depth visual information that conveys the intent (meaning/purpose) of the design ideas. This may be in the form of related sketches that could include exploded views, sectional, sequential, detail, etc.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>The students' designs will show in-depth visual information that: <ul style="list-style-type: none"> <li>conveys the intent (meaning/purpose) of the design ideas is in the form of related sketches, eg, exploded views, sectional, sequential, detail, assembly, etc.</li> </ul> </li> </ul>

# UNIT THREE: PRESENTATION



Supports  
INTERNAL  
ASSESSMENTS

## AS 91073 (1.43) 4 Credits

**Implement basic procedures to produce a specified digital media outcome**

## AS 91069 (1.36) 4 credits

**Promote an organised body of design work to an audience using visual communication techniques**

DUE DATE: Your work MUST be handed in: **7th JULY 2017 (Week 10, Term 2)**

## Background:

You have created a design for the Horowhenua Bird Whare project, now it is time to formally present your solution.

## Brief:

Create a presentation of your bird house using 2x pieces of software (Sketchup and InDesign / Publisher) which clearly shows your design process for the design exhibition at Waiopahu College.

## Specifications:

Your final presentation needs to have:

- at least two pages
- include images that you have created from Sketchup
- have references if you use internet imagery
- a clear story - does the audience know what you are presenting? How are you going to make your presentation clear? (titles, images etc)
- consideration of design principles and composition

**While creating this presentation, you also need to keep a record of your process (screenshots) and the computer editing you did.**

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## Project Requirements:

In your portfolio you will:

- review your design process from Unit 1 (research , concepts etc) to clearly identify what the purpose of your presentation is:

### **WHAT ARE YOU PRESENTING the design? or the whole story?**

- research, develop and refine presentation ideas, and select techniques to ensure appropriate layout, composition and visual impact
- develop a convincing presentation using these ideas and techniques.

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1. Review
  2. Research
  3. Conceptualise
  4. Develop
  5. Present

With a 30mm diameter, the EPS Nest Egg is the perfect insulated home for Great Tits, Blue Tits, and the endangered House Sparrow.\*\*

Garden birds favourite colour is blue, followed by green, and the nest egg also comes in 'eggshell' for the more minimalist garden bird!\*

# 1. Review

Before beginning this assessment activity, you have produced an organised body of design work in response to a design brief - your bird whare for Horowhenua Lake.

Review your body of work and **clearly identify the audience to which you will communicate your design to**. Create a file that has all of your chosen images ready to use for the presentation. You could use:

- Screenshots from your sketchup file
  - Work from your process portfolio
  - Supporting images (reference if they are not your images)
  - Any referenced internet imagery that help get the mood / theme of your idea across
- .....

## 2. Research - Presentation Techniques

Look at a range of graphic design presentations (posters, exhibitions, videos, books, websites etc) and evaluate their design features in terms of visual communication techniques and principles of composition. You could use presentations from any source, including reference books, marketing brochures, advertisements and/or the internet.

Create a google slide to record your research. Some starter questions are below:

- *What visual communication techniques have been used to get the message of the design across?*
- *Are they valid in today's information age or are they dated?*
- *What visual communication media are being used (digital and/or traditional)?*
- *What drawing techniques are being used?*
- *How are aspects of the safety message promoted and communicated?*
- *What principles of composition are being used?*
- *How are these principles being used?*
- *What is their effect?*

### 3. Initial Ideas (3x minimum)

On a planning sheet, record a range of layout ideas for organising and presenting your message. You could use thumbnail sketches.

As you plan each of your initial layout ideas, determine the main features you will include and consider whether these features will have a strong visual impact on your intended audience.

Choose your best idea, considering why you chose it and how you think it can be developed further. Carry out more research if it will help you to develop your idea further. As you develop your idea, consider:

- why you chose particular visual communication techniques
  - how effective these techniques were in achieving the desired visual impact
  - what changes you made and how these improved the idea.
- .....

### 4. Idea Development - TO THE COMPUTER!

Develop a presentation that effectively promotes your design to your intended audience. You may find that you need to modify your design as you work. Check that your presentation is of high quality by confirming that you have:

- *precisely executed appropriate visual communication techniques, using traditional media and/or computer applications*
  - *demonstrated accurate layout and made good use of composition principles, such as alignment, proximity, repetition, contrast, positive/negative space and/or focal point*
  - *used images (such as sketches, instrumental drawings and/or photographs) to clearly and effectively communicate to your audience*
  - *made a strong visual impact, appropriate for both your audience*
  - *created a convincing and credible presentation in which graphic and text elements work together.*
- .....

### 5. Final Presentation.

Print your pages out in colour, and mount them to cardboard. These are going to be presented in the end of year Exhibition.

## Computer work process:

*Implement basic procedures to produce a specified digital media outcome*

While you are creating your presentation, you will need to ensure that you keep track of the tools and skills you use to create your presentation. Take screenshots and save these on a slides file - write notes whenever you make a major decision.

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### **Create a google slide that shows me when and where you use the below tools in Publisher / InDesign:**

- use cropping and resizing to place your images
- use a master page to create a grid that you can follow in your layout
- use linked text to spread text from one text box to the other over a few pages
- add crop marks so that the poster may be trimmed properly
- use a bleed so that the colours go right to the edge and so that you can cut the presentation and mount it nicely
- export proper images from sketchup (File - Export 2D Graphic)

### **Create a google slide that shows me when and where you use the below tools in Sketchup:**

- use measurements to create a scale model
- use the various views options to capture images of different perspectives of your design
- create holes, overhangs or entrances into your design
- export a high quality image (3d for modelling or 2d for imagery)
- use various textures and rendering tools
- use the cross section tool to look inside a building for imagery

## Achievement

The student has implemented basic procedures to produce a specified digital media outcome.

- applied a set of techniques to produce the specified outcome

• The learner completes a multi-page digital presentation that meets the specifications and functions as intended. Images show progressions from initial inspiration, through to a representation of the final prototype. The presentation has more than two pages.

**- used the appropriate features of the digital media software to edit and integrate digital media types**

- The learner takes relevant screenshots / photos or scans drawings, edits them using an image application, and embeds them in the storyboard. The images are resized and the resolution is set so that they may be inserted into the storyboard. Tools from the imaging application are used to create some effects such as feather borders.

**- applied formatting techniques and design elements as appropriate to the media type**

- The learner uses a hierarchy of headings, fonts and colours appropriate to the selected design. There is minimal use of different styles and fonts (repetition). The presentation boards follow a logical sequence.

- applied data integrity and testing procedures to ensure the outcome meets the specifications

- The learner prints draft copies to ensure that all text and images fit. The learner proof-reads the text to ensure that it is readable and legible, minor errors may exist. The images are edited to remove most unwanted distractions. Checks are undertaken to ensure the presentations layout is accurate.

- All major issues are addressed (for example there should be no errors in major headings); although the learner may not correct all the minor inaccuracies that showed up during testing.

- followed legal, ethical, and moral responsibilities as appropriate

- The student has sought permission to use text sourced from the Internet and has referenced this text / image use correctly. Or the student has used creative commons licensing appropriately.

Comments:



## a outcome

Merit	Excellence
<p>The student has skillfully implemented basic procedures to produce a specified digital media outcome.</p>	<p>The student has efficiently implemented basic procedures to produce a specified digital media outcome.</p>
<p><b>As well as Achieved AND:</b></p> <ul style="list-style-type: none"> <li>- <b>shown accuracy in the application of techniques and testing procedures</b> <ul style="list-style-type: none"> <li>• <i>The storyboard has more than two pages. All images are clear and there is no pixilation, fonts are styled consistently, images are manipulated to fit the space available and to enhance the design concept.</i></li> </ul> </li> <li>- <b>shown independence with regard to decision making and formatting in the application of techniques and testing procedures.</b> <ul style="list-style-type: none"> <li>• <i>The student required minimal support from the teacher or fellow classmates and made decisions independently, using online support / tutorials effectively. They may not have always used the optimal tool in the optimal way, but they needed no direct assistance to:</i> <ul style="list-style-type: none"> <li>• <i>scan and edit images</i></li> <li>• <i>apply a range of design elements</i></li> <li>• <i>test print the graphic</i></li> <li>• <i>proof read and edit content</i></li> <li>• <i>create the sketchup 3D model, sclaed</i></li> </ul> </li> <li>• <i>The learner uses a hierarchy of headings, fonts and colours appropriate to the selected design. The storyboard follows a logical sequence. The storyboard has good use of the whitespace (proximity) and there is suitable and consistent use of a minimum number of fonts and styles.</i></li> </ul> </li> </ul>	<p><b>As well as Merit AND :</b></p> <ul style="list-style-type: none"> <li>- <b>undertaken techniques and procedures in a manner that economises the use of resources in the outcomes production and its use</b> <ul style="list-style-type: none"> <li>• <i>selecting and using the most efficient tools and resources at each stage and not resorting to a trial-and-error approach.</i></li> </ul> </li> <li>- <b>undertaking formatting techniques and design elements, accurately, independently, and in a manner that economises the use of resources</b></li> <li>- <b>undertaking formatting techniques and design elements, accurately, independently, and in a manner that economises the use of resources, as appropriate to the media type</b> <ul style="list-style-type: none"> <li>• <i>The learner, independently, uses a hierarchy of headings, fonts and colours appropriate to the selected design. Their storyboard follows a logical sequence. The storyboard has good use of the whitespace (proximity) and there is suitable and consistent use of a minimum number of fonts and styles.</i></li> </ul> </li> </ul>

Achievement	Merit
<p>The learner promotes an organised body of design work to an audience using visual communication techniques by:</p> <ul style="list-style-type: none"><li><i>selecting and presenting features of an organised body of work to an audience</i></li></ul>	<p>The learner clearly promotes an organised body of design work to an audience using visual communication techniques by:</p> <ul style="list-style-type: none"><li><i>purposefully selecting and applying techniques to ensure layout, composition and visual impact are appropriate to the context of the brief and audience</i></li></ul>
<ul style="list-style-type: none"><li><i>selecting aspects from the learner's organised body of design work</i></li><li><i>using layout that allows a design and process to be presented</i></li><li><i>using composition principles, i.e. layout, text hierarchy, balance, the use of white space and positive/negative space to promote the design to the intended audience</i></li><li><i>using visual communication techniques such as illustrations, positive/negative space, repetition or contrast (such as bold headings), colour matching, etc. to promote their design</i></li><li><i>using colour that aligns with their design themes</i></li><li><i>using imagery appropriate to their design</i></li></ul>	<ul style="list-style-type: none"><li><i>clear promotion of an aspect or aspects of the body of work (a design related to designer's product outcome, developed to a brief)</i></li><li><i>planning sheets, presentation and/or other evidence that demonstrates purposeful selection and application of appropriate visual communication techniques and shows considered use of composition principles</i></li><li><i>use of bold headings to provide visual impact that are appropriate to the design and draw the viewer into the presentation</i></li><li><i>colour matching to highlight the important design being portrayed</i></li><li><i>multiple images that align with the design to allow the intended visual impact to occur</i></li><li><i>contrast colours that align with colours used in the industry i.e. nature – green, calm-soft shades</i></li><li><i>The learner's presentation is clear and appropriate for the intended audience and the context of the environmental design for conservation related to the designer.</i></li></ul>
<p>Comments:</p>	

## visual communication techniques

	Excellence
<p>ce using</p> <p>ques to are audience</p>	<p>The learner effectively promotes an organised body of design work to an audience using visual communication techniques by:</p> <ul style="list-style-type: none"> <li>• <i>communicating a high quality presentation that is convincing, shows accuracy of layout, visual impact, and precise execution of techniques</i></li> </ul>
<p>of the and</p> <p>er</p> <p>ection</p> <p>unication</p> <p>mposition</p> <p>mpact that</p> <p>viewer</p> <p>nce of the</p> <p>n and</p> <p>sed in the</p> <p>s etc.</p> <p>ropri-</p> <p>ext of a</p> <p>ed to the</p>	<ul style="list-style-type: none"> <li>• <i>effective promotion of an aspect or aspects of the body of work (a design related to the designer and context for the conservation and safety of the wildlife, developed to a brief)</i></li> <li>• <i>planning sheets, presentation and/or other evidence that demonstrates purposeful selection and application of appropriate visual communication techniques and shows effective use of appropriate composition principles</i></li> <li>• <i>use of high-quality presentation skills, accuracy of layout and precise execution of techniques</i></li> <li>• <i>use of bold headings to focus on the important aspects of the design relating to the product or process chosen. The visual impact convincingly communicates the aspects of the design to the intended audience.</i></li> <li>• <i>colour matching so that the colours used are related to environmental context to increase the visual impact. The colour matching shows precise execution of technique and is convincing in promoting the design to the audience.</i></li> <li>• <i>multiple images that show and relate convincingly to the industry and existing design</i></li> <li>• <i>effective use of contrast colours</i></li> <li>• <i>effective use of appropriate key words (such as 'feeder', 'safety', and other associated words), etc.</i></li> <li>• <i>The presentation clearly and effectively promotes the body of work to the intended audience with visual impact and precise execution of techniques.</i></li> </ul>

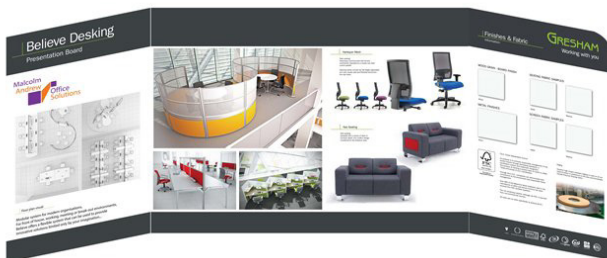
# END OF UNIT 3 CHECKLIST

Make sure you have provided EVERYTHING listed here when you hand in this unit!

My project contains the following:

	TICK	DATE
Evaluation of Brief / defined audience		
Research of presentation techniques		
Imagery and text selection for design		
Concepts thumbnail layouts		
Chosen thumbnail to explore		
Computer mockup and layout		
Developments - screenshots		
Independent use of computer programmes		
Economical use of computer and printing		
Fixed pixelation, and image referencing		
Development log - techniques used		
FINAL PRESENTATION		
Evaluation		

**DUE 7 July, 2017**  
- Week 10, Term 2 -



# UNIT FOUR: Bus Stop

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Develops  
evidence for  
EXTERNAL  
ASSESSMENTS

## **AS 91063 (1.30) 3 Credits**

**Produce freehand sketches that communicate design ideas.**

## **AS 91064 (1.31) 3 Credits**

**Produce instrumental, multi-view orthographic drawings that communicate technical features of the design ideas.**

## **AS 91065 (1.32) 3 Credits**

**Produce instrumental paraline drawings to communicate design ideas.**

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**DUE DATE:** Your work **MUST** be handed in: **1st Sep, 2017 (Week 6, Term 3)**

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## **Background:**

The school does not have an aesthetically pleasing area where people can wait for the bus to arrive.

## **Brief:**

Design a bus stop to house people while they are waiting for the bus. You will be given a designated area of the school to use for the design, and will need to consider all of the environmental aspects of the site.

## **Specifications:**

You need to consider the following things:

- There must be seating and shade in the space
- Think about how the structure(s) will be constructed and sit together cohesively in the environment (gather inspiration from a source of your choice)
- Think about improving the roading around the site for the buses

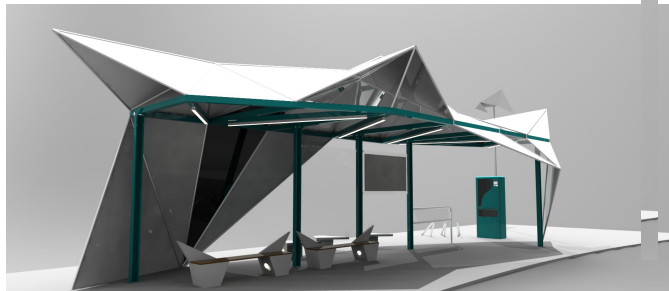
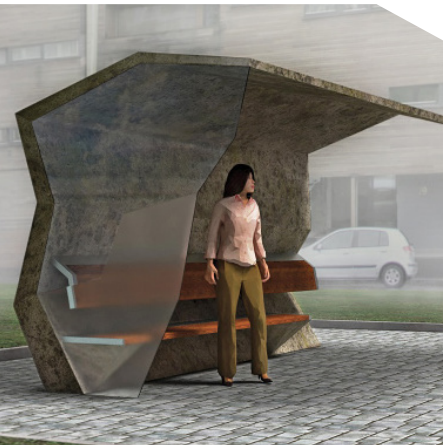


## Project Requirements:

In your portfolio you will apply visual communication and design techniques and knowledge to *initiate*, *explore*, and *refine* your ideas for the ideas for your teenager sleepout.

Your portfolio must show the progression of your design ideas and could include visual diaries, sketches, drawings, models, photographs, digital media, display boards, or installations, supported by annotations as required. Creating your portfolio involves four stages:

1. Initial research
2. Initial ideas
3. Ideas development
4. Final Design



## 1. Initial Research - Site and Sizes

- We are going to go outside and measure the space where the bus stop will. go. We will be creating a site plan - a detailed sketch that tells us of all the features / cons of the site. Wind, sun, size, area etc.

- We will be watching several design videos.

*TASK: You can make visual / written notes of some of the defining characteristics from these videos*

- Brainstorm as soon as you have any ideas! Write, or preferably, draw these idea down. If you would like a theme in your pandscape, then select a theme! Reference back to the specifications of this brief.

- Research different types of plants you may like in your design.

- Collect existing information (photographs, drawings, measurements) of bustops and how they provide shelter and seating.

- Use aesthetic and functional vocabulary (use the handout) to identify, describe, analyse and explain the aesthetic and/or functional features of small lanscaped areas.

### PRESENT THIS RESEARCH ON A3 SHEETS

## 2. Initial Ideas - birds eye views / detail 3d sketches

- Generate some initial design ideas for your area. Use the guidelines from the class activities to create a detailed site plan, and begin visualising the space with a structure in it. Think about plants and landscaping - this can often help with making an area cohesive wtih the environment around it.

*Present these exploratory ideas through the use of visual modes such as sketches (2D + 3D) and mock ups with supportive annotations where required. These sketches can draw inspiration from existing solutions -*

*Remember, sketch in Isometric, Oblique, Perspective and Planometric and use crating, thick and thin lines etc.*

*- Using 3-4 of your initial ideas, start to explore the functional aspects (size, materials) of the designs. Use modelling and mockups where needed.*

*- Refine and review these ideas towards a single preferred idea. This may include combining multiple aspects of multiple concepts into a new design. Use tone, colour and hatching to clarify your design thinking.*

### **3. Ideas Development**

Explore, refine and review your design ideas using a series of developed and LINKED-RELATED freehand sketches. Carry out further research as necessary.

- Use a combination of freehand sketches, models, photographs and digital media as appropriate to communicate functional and aesthetic information.
- Use 2D orthographic and 3D oblique, Planometric, Isometric and Perspective drawing styles. Related sketches could include but are not limited to exploded views, sectional, sequential, detail and assembly information.
- You will be exploring, developing and fully resolving every aspect of your design. Use modelling and rendering to help!
- Refinement and reviewing your ideas should be informed by the design principles. This includes thinking about how elements of design such as shape, form, rhythm, balance, proportion, colour and contrast, durability, stability, flexibility/ridigity, ergonomics, user-friendliness, fit for purposeness etc.



## 4. Final Design

Your final design must be presented using a multitude of sketching techniques. Make sure you have a detailed drawings of each aspect of your design.

- Present your final design as a series of linked, fully rendered freehand sketches on A3 pages (max. 2 pages)
- Use 2D orthographic and 3D oblique, planometric, isometric and perspective drawing styles.
- CONSIDER THE LAYOUT OF YOUR PAGES!!



# END OF UNIT 3 CHECKLIST

Make sure you have provided EVERYTHING listed here when you hand in this unit!

.....

My project contains the following:

	TICK	DATE
Research which includes aesthetic and functional analysis of typical features of bustops		
Initial concepts including birds eye diagrams including seating and shade ideas		
Detail 3D views of each concept		
Refined concept - 3D views		
Construction sketche of the structure		
Construction detail sketches of the structure		
Final design with resolved measurements		
Evlauation and Final design sketches		

**DUE on the 1st of  
September 2017**  
- Week 6, Term 3 -

# Assessment Schedule 91064

Design and Visual Communication (1.31) **EXTERNAL**

*Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas.*

Achievement	Merit	Excellence
<p>Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas.</p> <ul style="list-style-type: none"><li>• <i>Communicate refers to 2D drawings that show understanding of basic design features, using instrumental drawing techniques and conventions.</i></li></ul> <p><b>Evidence Statements</b></p> <p><i>The students' design ideas will show:</i></p> <ul style="list-style-type: none"><li>• <i>basic design features</i></li><li>• <i>a minimum of TWO views in third-angle orthographic projection</i></li><li>• <i>the use of drawing techniques and conventions suitable for multi-view orthographic drawings projection.</i></li></ul>	<p>Produce instrumental, multi-view orthographic drawings that clearly communicate technical features of design ideas.</p> <ul style="list-style-type: none"><li>• <i>Clearly communicate refers to 2D drawings that show technical features with detail, using appropriate instrumental drawing techniques and conventions.</i></li><li>• <i>Detail could include visual information not visible in the main outline, or complex shape and form.</i></li></ul> <p><b>Evidence Statements</b></p> <p><i>The students' design ideas also include:</i></p> <ul style="list-style-type: none"><li>• <i>visual information not visible in the main outline OR complex shape and form</i></li><li>• <i>the use of drawing techniques and conventions appropriate for multi-view orthographic drawings, including title blocks, labelling, indication of scale, use of key line types (eg, construction lines and outlines) and dimensioning.</i></li><li>• <i>The drawings are also drawn to an indicated scale, verified by dimensions.</i></li></ul>	<p><i>Produce instrumental, multi-view orthographic drawings that effectively communicate technical features of design ideas.</i></p> <ul style="list-style-type: none"><li>• <i>Effectively communicate refers to 2D drawings that accurately show technical features and detail, using instrumental drawing techniques and conventions with precision.</i></li></ul> <p><b>Evidence Statements</b></p> <p><i>The Students' design ideas include:</i></p> <ul style="list-style-type: none"><li>• <i>accurately drawn design features and detail to an indicated scale, verified by dimensions</i></li><li>• <i>the use of drawing techniques and conventions, which must be appropriate, neat, precise, and clear.</i></li></ul>

## Assessment Schedule 91065

Marking Schedule v2 - (1.32) **EXTERNAL**

*Produce instrumental paraline drawings to communicate design ideas.*

Achievement	Merit	Excellence
<p>Produce instrumental paraline drawings to communicate design ideas.</p> <ul style="list-style-type: none"> <li>• <i>Communicate refers to 3D drawings that show design ideas, using instrumental drawing techniques.</i></li> </ul> <p><i>The students' design ideas will show:</i></p> <ul style="list-style-type: none"> <li>• <i>drawings produced using a recognised parallel line pictorial method such as: isometric, trimetric, diametric, oblique and planometric.</i></li> <li>• <i>drawing constructed using instrumental drawing techniques.</i></li> <li>• <i>use of construction lines and outlines.</i></li> </ul>	<p>Produce instrumental paraline drawings to clearly communicate design ideas.</p> <ul style="list-style-type: none"> <li>• <i>Clearly communicate refers to accurate 3D drawings that communicate design ideas with detail. Detail could include visual information about the internal components, design features and/or complex form.</i></li> </ul> <p><i>The students' design ideas also show:</i></p> <ul style="list-style-type: none"> <li>• <i>the inclusion of visual information about the internal components, design features and/or complex form.</i></li> <li>• <i>drawings constructed using accurate instrumental techniques.</i></li> </ul>	<p>Produce instrumental paraline drawings to effectively communicate design ideas.</p> <ul style="list-style-type: none"> <li>• <i>Effectively communicate refers to precise paraline drawings that comprehensively convey the design intent. This could be shown through e.g. series of related drawings, exploded view, sequential or cut away views.</i></li> </ul> <p><i>The students' design ideas also:</i></p> <ul style="list-style-type: none"> <li>• <i>comprehensively convey the design intent, using related drawings such as: exploded views, sequential views and/or cut away views.</i></li> <li>• <i>drawings constructed using precise instrumental techniques; accuracy in measurement, line intensity and line clarity.</i></li> </ul>

## Assessment Schedule 91063

Design and Visual Communication (1.30) - **EXTERNAL**

*Produce freehand sketches that communicate design ideas.*

Achievement	Merit	Excellence
<p>Produce freehand sketches that communicate design ideas.</p> <p><i>Communicate refers to freehand sketches that show basic design features e.g. shape, form and/or function.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>• The students' design ideas will explore and communicate the use, purpose (function) or visual appeal of their design, including the use of: <ul style="list-style-type: none"> <li>-2D views</li> <li>-3D form using isometrics, perspective, oblique or planometric drawing methods</li> </ul> </li> <li>• sketching techniques, such as: quick rendering, crating, and the use of line hierarchy</li> </ul>	<p>Produce freehand sketches that <b>clearly</b> communicate design ideas.</p> <p><i>Clearly communicate refers to freehand sketches in proportion that show detailed design features e.g. construction and structure, function and aesthetics.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>• The students' designs will be that of the criteria for Achievement and will also show: <ul style="list-style-type: none"> <li>-proportion</li> <li>-detail, eg, construction, structure, use and operation (function)</li> <li>-shape, form, and finish (aesthetics).</li> </ul> </li> </ul>	<p><i>Produce freehand sketches that <b>effectively</b> communicate design ideas.</i></p> <p><i>Effectively communicate refers to freehand sketches that show in-depth visual information that conveys the intent (meaning/purpose) of the design ideas. This may be in the form of related sketches that could include exploded views, sectional, sequential, detail, etc.</i></p> <p><b>Evidence Statements</b></p> <ul style="list-style-type: none"> <li>• The students' designs will show in-depth visual information that: <ul style="list-style-type: none"> <li>• conveys the intent (meaning/purpose) of the design ideas is in the form of related sketches, eg, exploded views, sectional, sequential, detail, assembly, etc.</li> </ul> </li> </ul>