Design & **Visual** Communication

Level 3 Achievement Standards

Waiopehu College

Achievement Standard

Subject Reference	Design and Visual Communication 3.30				
Title	Initiate design ideas through exploration				
Level	3	**Credits**	4	**Assessment**	External
Subfield	Technology				
Domain	Design and Visual Communication				
Status	Registered	**Status date**	4 December 2012		
Planned review date	31 December 2016	**Date version published**	12 December 2013		

This achievement standard involves initiating design ideas through exploration.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Initiate design ideas through exploration.	• Initiate design ideas through insightful exploration.	• Initiate design ideas through extensive exploration.

Explanatory Notes

1 This achievement standard is derived from Level 8 of the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education at http://seniorsecondary.tki.org.nz.

Further information can be found at http://www.technology.tki.org.nz/.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools,* Ministry of Education at http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education, and the Health and Safety in Employment Act 1992.

2 *Initiate design ideas through exploration* involves:
- using an experience(s) to generate starting ideas
- using visual communication strategies to interrogate and re-generate ideas towards design ideas.

Initiate design ideas through insightful exploration involves:
- using visual communication strategies to analyse and identify an emerging train of thought and re-interpret ideas to form design ideas.

Initiate design ideas through extensive exploration involves:

- using visual communication strategies to challenge thinking, and extend and transform ideas to form design ideas.

3 Starting ideas refers to the line of thinking or point of view that functions as the precursor or underlying driver for generating design ideas at an advanced level of creativity. At this level of thinking, origin ideas do not necessarily have obvious connections to a brief context or address functional and aesthetic qualities associated with design ideas. These can be quite symbolic or esoteric in expressing a narrative or perspective that expands design thinking in terms of meaning and semiotics.

4 Visual communication strategies (including 2D, 3D and 4D modes) that support the interrogation and re-generation of ideas may include: abstraction, re-combination, tessellation, exaggeration, rotation, inversion, translation, translocation, deconstruction.

5 Experiences can be teacher or student selected that may include: natural and/or built landscapes, film clips, music extracts, observational drawing, conceptual modelling, photography, language devices.

6 Assessment Specifications for this achievement standard can be accessed through the Technology Resources page found at http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/.

Replacement Information
This achievement standard replaced AS90734.

Quality Assurance

1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

Achievement Standard

Subject Reference	Design and Visual Communication 3.31				
Title	Develop a visual presentation that exhibits a design outcome to an audience				
Level	3	**Credits**	6	**Assessment**	Internal
Subfield	Technology				
Domain	Design and Visual Communication				
Status	Registered	**Status date**	4 December 2012		
Planned review date	31 December 2016	**Date version published**	12 December 2013		

This achievement standard involves developing a visual presentation that exhibits a design outcome to an audience.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Develop a visual presentation that exhibits a design outcome to an audience.	• Develop a visual presentation that clearly exhibits a design outcome to an audience.	• Develop a visual presentation that effectively exhibits a design outcome to an audience.

Explanatory Notes

1 This achievement standard is derived from Level 8 of the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education at http://seniorsecondary.tki.org.nz.

Further information can be found at http://www.technology.tki.org.nz/.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools,* Ministry of Education at http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education, and the Health and Safety in Employment Act 1992.

2 *Develop a visual presentation that exhibits a design outcome to an audience* involves:

- selecting and applying presentation techniques and formats to communicate visual information to an audience within an exhibition space(s)

- making design decisions to develop an exhibition that is informed by research, the needs of an audience, the exhibition space, and the nature of the design outcome being presented.

Develop a visual presentation that clearly exhibits a design outcome to an audience involves:

- integrating presentation techniques and formats to communicate a cohesive visual presentation
- making informed design decisions that draws from exhibition design knowledge and the nature of the design outcome.

Develop a visual presentation that effectively exhibits a design outcome to an audience involves:

- the skilful integration of techniques and formats to promote the design intent of the outcome in a convincing manner
- making informed designer decisions that integrate exhibition design knowledge, and the nature of the design outcome.

3 *Exhibits a design outcome* means presenting visual information in such a way that it conveys the intent and qualities of the outcome without the designer's physical presence.

4 Exhibition design knowledge refers to understanding the relationships between the viewer, the outcome to be exhibited, and the exhibition space, as well as understanding of compositional media and modes, and presentation techniques and formats.

5 Presentation techniques refer to the use and understanding of compositional principles, modes, and media for the purpose of the presentation.

- Compositional principles may include: proximity, alignment, hierarchy and the use of positive and negative space.
- Modes may include: digital applications, other technological applications, photography, models, and the range of conventional drawing and sketching methods.

6 Presentation formats may include: display boards, albums, modelling processes or digital forms such as PowerPoint, CAD representation or fly-throughs, flash productions, fashion portfolios, animations, simulations.

7 Evidence may be generated using any media approaches and/or computer applications.

8 Conditions of Assessment related to this achievement standard can be found at http://ncea.tki.org.nz/Resources-for-aligned-standards/Technology/Level-3-Technology.

Replacement Information
This achievement standard replaced unit standard 7521 and AS90735.

Quality Assurance

1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

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Achievement Standard

Subject Reference	Design and Visual Communication 3.32				
Title	Resolve a spatial design through graphics practice				
Level	3	**Credits**	6	**Assessment**	Internal
Subfield	Technology				
Domain	Design and Visual Communication				
Status	Registered	**Status date**	4 December 2012		
Planned review date	31 December 2016	**Date version published**	12 December 2013		

This achievement standard involves resolving a spatial design through graphics practice.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Resolve a spatial design through graphics practice.	• Clearly resolve a spatial design through graphics practice.	• Effectively resolve a spatial design through graphics practice.

Explanatory Notes

1 This achievement standard is derived from Level 8 of the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education at http://seniorsecondary.tki.org.nz.

Further information can be found at http://www.technology.tki.org.nz/.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools,* Ministry of Education at http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education, and the Health and Safety in Employment Act 1992.

2 *Resolve a spatial design through graphics practice* involves:
- exploring and refining design ideas based on an analysis of the design context (including opportunities and constraints) and understanding of spatial design knowledge
- communicating a spatial design that addresses identified opportunities and constraints.

Clearly resolve a spatial design through graphics practice involves:
- exploring the wider environmental conditions and human factors related to the design context to identify opportunities and constraints
- communicating a spatial design that addresses significant opportunities and constraints.

Effectively resolve a spatial design through graphics practice involves:
- making informed designer decisions that integrate spatial design knowledge, and understanding of the wider environmental conditions and human factors related to the design context
- communicating a spatial design that is justified in terms of the significant opportunities and constraints.

3 *Spatial design* is the design of inside and outside spaces, and may include: architectural, interior design and landscape architecture.

4 Spatial design knowledge includes elements of design approaches, technical knowledge, and visual communication techniques relevant to the specific spatial design context. These may include:
- design tools used for the development of spatial design ideas (eg market research, mockups, critiques, and design sketching)
- technical knowledge of materials, construction, cladding, sustainability, and environmental considerations (eg sun, wind, topography, views)
- spatial design visual communication techniques and approaches (eg architectural drawings and rendering, models, and animation).

5 Design contexts may include: personal/family/communal/retail spaces, gardens, urban spaces, recreation/exhibition spaces, apartments, transport-related buildings, commercial buildings, religious buildings.

6 *Graphics practice* involves expressing a visual literacy through the developing of design ideas by applying design and visual communication techniques and knowledge, leading to the communication of an outcome in response to a brief.

7 Conditions of Assessment related to this achievement standard can be found at http://ncea.tki.org.nz/Resources-for-aligned-standards/Technology/Level-3-Technology.

Replacement Information
This achievement standard replaced unit standard 7513 and AS90736.

Quality Assurance

1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

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Consent and Moderation Requirements (CMR) reference 0233

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