



SAMPLE COURSE OUTLINE

DESIGN
GENERAL YEAR 12

Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Design – General Year 12

Unit 3 and Unit 4

Semester 1 – Product design

Week	Key teaching points	Syllabus Content
1–3	<p>Overview of Unit 3 including structure of the course, timelines, expectations and assessment requirements</p> <p>Introduction to Product design. Investigate design solutions required in the commercial world for products, services and brands for a particular audience</p> <p>In small groups create a chart by observing your surrounding environment and identify product design (column 1), services (column 2), and brands (column 3) and predict the target audience (column 4) for these designs</p> <p>Introduction to working to a brief</p> <p>Mini design project brief: Design a brand mark/name plate for identification of folder/journal for another student (client). As a class, design a survey with questions to identify client’s preferences (colours/shapes/favourite objects)</p> <p>Create a series of thumbnail ideas in your design journal using their name and shapes in different layouts to show client. Add notes about colours to use</p> <p>Create the design solution using the free Canva® program on the computer. Download finished file to desktop and print 3 (one for your records, two for your client)</p> <p>Evaluation: How could this design process improve? Write a paragraph identifying what worked well and what didn’t work well in each stage (investigation/ideation/production)</p> <p>Identify the design process</p> <p>Present a design process model and relate each stage to the mini design project for examples of research, investigation, ideation, design development, and evaluation</p> <p>Commence Task 1: Portfolio for Unit 3: Product design</p> <ul style="list-style-type: none"> • Interpret a design brief: constraints and purpose. Research relevant products and information and the application of codes and conventions. Determine campaign and promotional items relevant to target audience • Revise elements and principles of design. Investigate similar product visual communications and analyse the characteristics of design elements and principles used to create message. Identify codes and conventions of composition and visual hierarchy, and apply to a basic communication model to identify possible noise • Intellectual property and copyright issues should be understood for the protection of other people’s creative design solutions • Determine your audience and identify characteristics by surveying a sample group. Demographics (age, gender, income, education, employment etc.), psychographics (interests, activities and opinions) and geographic region (where your target audience is located) <p>Photography context: Workshop lighting plans and techniques for product</p>	<p>Communication</p> <p>Identification of specific audiences in terms of lifestyle behaviour, values and beliefs</p> <p>Design</p> <p>Reflection and evaluation of solutions to design problems</p> <p>Develop and document a design process: research and/or investigation, analysis, idea development and critical reflection</p> <p>Interpretation of a design brief</p> <p>Communication</p> <p>Introduction to basic communication models relevant to design: Shannon and Weaver</p> <p>Awareness of copyright, intellectual property issues and personal responsibilities in product design</p> <p>Identification of specific audiences in terms of lifestyle behaviour, values and beliefs</p>

Week	Key teaching points	Syllabus Content
	<p>and still life photography</p> <p>Graphics context: Workshop on Adobe Illustrator® drawing with the pen tool and pattern tools with gradients</p>	
4–6	<p>Brainstorm product design project using a mind map. Consider purpose (to educate, inform, entertain, advertise, decorate), colour theory, design styles, mood, design elements and principles, format (magazine advertisement, bus shelter, billboard, poster etc.), communication strategy, interesting fact and random words. Build on this level one (primary ideas) to extend ideas and look for connections between initial ideas (secondary ideas). Combine ideas with potential and draw small representations of new possible solutions as third level (tertiary ideas) of mind map</p> <p>Investigate colour theory, (emotional response and meanings associated, primary, secondary, tertiary, harmonious, complementary, colour systems RGB and CMYK, spot colour). Revise design elements and principles in preparation for Task 2 image analysis</p> <p>Determine most effective formats for your product/ service/ branding design(e.g. poster, web home page, billboard, magazine advertisement, flyer or clothing item)</p> <p>Consider the communication environment relevant to the design (physical, economic, social, cultural, geographic, interpersonal)</p> <p>Typography as meaning, explore style options in Dafont.com® and wording to be used. Experiment with the balance of image and type</p> <p>Ideate with thumbnails and drawings to create composition layouts to represent possible designs. Develop two options using synectics, to consider variations. Annotate drawings with information to help client identify design choices (e.g. elements and principles)</p> <p>Photography context: Develop two ideas with discussion of technical information such as composition, lighting, camera angle, aperture, shutter speed background, depth of field and selective focus. Analyse semiotics of lighting effects, camera angles and objects used symbolically</p> <p>Graphics context: Develop two ideas with discussion of layers, colour, composition, images source, type, visual hierarchy, modular/grids, Gestalt principles. Analyse semiotics of type style, colours used and visual symbols</p> <p>Due Week 6 Task 2: In-class response</p> <p>Investigate contemporary trends in production processes and sustainable methods of production</p> <p>Photography context: Take photos. Manage digital data, create contact sheets of 6–12 best shots only. Select best images to use. Discuss your selection criteria</p> <p>Experiment with photographs using image adjustments and blending modes to produce many options. Control and manipulate elements using digital production tools: Adobe Photoshop®, Adobe Illustrator, Adobe InDesign® and Adobe Lightroom®</p> <p>Graphics context: Create graphic images for use in design layouts</p> <p>Experiment with elements and principles to create alternative options. Try different typography styles, colour combinations and composition</p> <p>Workshop on Photoshop/Illustrator techniques experimenting with montage, illustration, type and layout</p>	<p>Design</p> <p>Application of colour theory</p> <p>Application of design process, such as visual research, idea generation techniques, synectics, mind maps, brainstorming</p> <p>Communication</p> <p>Consideration of communication environment relevant to the design</p> <p>Use of representation to create product design</p> <p>Design</p> <p>Creation and/or interpretation of diagrams, layouts, plans and drawings</p> <p>Characteristics of design principles and composition, including Gestalt design principles</p> <p>Application of simple semiotics relevant to the design process</p> <p>Production</p> <p>Application of production processes, methods, skills, and techniques relevant to the defined context with an acknowledgement of sustainability and contemporary trends in production processes</p> <p>Design</p> <p>Control and manipulate design skills and techniques</p> <p>Application of codes and conventions to</p>

Week	Key teaching points	Syllabus Content
		reinforce product identification
7–10	<p>Refine design 1 and use critical reflective analysis to evaluate the image, type, visual literacy as required by the brief. Refine design 2 and use critical reflective analysis to evaluate the most appropriate design to fit the brief</p> <p>Report on OSH concepts relevant to the applied production process used. Create a table identifying the possible relevant hazards/risks of designing using a computer, handling camera/lighting equipment and managing a photography studio. Describe the possible risks and suggest how those identified risks may be managed.</p> <p>Development of suitable formats for deliverables. Files for print deliverables require preparation of files for high and low resolution, file format options (jpeg, PDF, .AI or PSD), and suitable colour space (CMYK or RGB). Discuss sustainable practices including the use of renewable materials and low VOC inks</p> <p>Due Week 9 Task 3: In-class timed assessment</p> <p>Mock externally set task. Students complete a practice externally set task</p>	<p>Production</p> <p>Application of relevant production processes, methods, skills and techniques</p> <p>Selection of safe handling of materials and/or technologies/ appropriate for design solutions</p> <p>Production</p> <p>Occupational safety and health (OSH) concepts relevant to applied production process</p> <p>Development of suitable formats of presentation for design solutions</p>
11–13	<p>Construct the portfolio presentation for client (teacher) that documents your design process. Insert all relevant investigations, image analysis, ideations, experimentations and final solutions. Include critical reflection of finished design solutions and discussions of process throughout</p> <p>Due Week 13 Task 1: Portfolio for Unit 3: Product design</p> <p>Digital or print presentation of up to seven pages, A3, single sided, to client of Unit 3 design solutions and design process, including research, investigation, analysis, idea development and critical reflection</p>	<p>Design</p> <p>Development and documentation of a design process, including research and/or investigation, analysis, idea development and critical reflection</p>
14–15	<p>Due Week 14 Task 4: Analysis worksheet</p> <p>Using your design solution, analyse how it relates to its communication environment using worksheet to guide you through physical, economic, social, cultural, geographic and interpersonal considerations</p> <p>Due Week 15 Task 5: Externally set task</p> <p>In-class assessment set by the Authority based on the prescribed content from Unit 3 of the General Year 12 syllabus</p>	<p>Communication</p> <p>Consideration of communication environment relevant to the design</p>

Semester 2 – Cultural design

Week	Key teaching points	Syllabus Content
1–3	<p>Overview of Unit 4 and assessment requirements</p> <p>Introduction to Cultural design. Investigate visual communications that acknowledge the diversity of cultures within our society</p> <p>In small groups collect a selection of memes that reflect the values, attitudes and behaviours of a specific culture or subculture. As a group discuss the representations and stereotypes of that culture and present the potential ethical issue arising from such representations in visual communications</p> <p>Present communication strategies: humour, shock tactics, metaphor and/or emotion. Arrange four groups of students, each identifying visual examples of one strategy to share with the class</p> <p>Commence Task 6: Portfolio for Unit 4: Cultural design</p> <p>Interpret a design brief: constraints and purpose. Research relevant cultural designs and the application of codes and conventions. Determine design items relevant to proposed target audience</p> <p>Investigate similar cultural visual communications using programs, such as Pinterest® and analyse the characteristics of design elements and principles used to create the visual communication. Identify semiotics and communication strategies (shock tactics, humour, metaphor, and emotion)</p> <p>Determine your audience and identify characteristics by surveying a sample group. Demographics (age, gender, income, education, employment etc.), psychographics (interests, activities and opinions) and geographic region (where your target audience is located, values and belief with a cultural focus)</p> <p>Complete a communication model allocating suitable signals and perceiving possible interruptions to the communication</p> <p>Photography context: Workshop on portrait photography techniques and lighting set-ups or landscape photography</p> <p>Graphics context: Workshop on fashion/landscape illustration techniques using Illustrator and Photoshop Live® tracing hand-drawn images and layering colour and textured swatches</p>	<p>Communication</p> <p>Relationships between cultures and design forms</p> <p>Use of representation to create designs that relate to a cultural focus</p> <p>Design</p> <p>Develop and document a design process: research and/or investigation, analysis, idea development and critical reflection</p> <p>Interpretation of a design brief</p> <p>Communication</p> <p>Application of simple semiotics relevant to the design process</p> <p>Simple application of basic communication models relevant to design</p> <p>Design for specific audiences in terms of lifestyle behaviour, values, beliefs with a cultural focus</p>
4–6	<p>Brainstorm a cultural design project using a mind map. Consider purpose (to educate, inform, entertain, advertise, decorate), colour theory, design styles, mood, design elements and principles, format (magazine advertisement, bus shelter, billboard, poster etc.), communication strategy, interesting facts and random words. Build on this level one (primary ideas) to extend ideas and look for connections between initial ideas (secondary ideas). Develop ideas with potential and draw small representations of new possible solutions as third level (tertiary ideas) of the mind map</p> <p>Typography as meaning, exploring style options in Dafont.com and wording to be used. Experiment with the balance of image and type, direction and cropping of text</p> <p>Ideate with thumbnail drawings to create possible composition layouts and potential design solutions. Develop ideas and enable original solutions using synectics and communication strategies to initiate unusual ideas</p> <p>Photography context: Develop two ideas with manipulation of technical tools, such as composition, lighting, camera angle, aperture, shutter speed background, depth of field and selective focus</p>	<p>Design</p> <p>Characteristics of elements of design and their application in design</p> <p>Application of design process: visual research, idea generation techniques, synectics, mind maps, brainstorming</p> <p>Production</p> <p>Establishment of appropriate production processes, methods,</p>

Week	Key teaching points	Syllabus Content
	<p>Graphics context: Develop two ideas with flat colour techniques visual hierarchy, modular/grids, Gestalt principles</p> <p>Understand how cultural factors affect design solutions: social, economic, religious and political. Discuss your application of factors that have influenced your design development</p> <p>Due Week 6 Task 7: Oral presentation</p> <p>Students prepare a presentation on copyright, intellectual property and personal responsibility using examples from cultural design forms exploring the relationship between cultures and design forms. Create a list of possible cultural design forms to ensure good spread of designs and cultures</p>	<p>skills and techniques in the defined context considering sustainability</p> <p>Design</p> <p>Creation and/or interpretation of diagrams, layouts, plans and drawings</p> <p>Communication</p> <p>Consideration of communication strategies: shock tactics, humour, metaphor and emotion</p> <p>Awareness of copyright, intellectual property issues and personal responsibilities in cultural design</p> <p>Relationship between cultures and design forms</p>
7–9	<p>Consider sustainability issues with production processes, such as inks, paper and energy used. Create a table that lists OSH and sustainable considerations for your project. Suggest prevention techniques to deal with these issues</p> <p>Photography context: Take photos. Manage digital data, create contact sheets of 6–12 best shots only. Select best images to use. Discuss your selection decisions. Experiment with photographs using image adjustments, blending modes and gradient maps to produce many options. Control and manipulate elements using digital production tools: Photoshop, Illustrator, InDesign and Lightroom</p> <p>Graphics context: Create graphic vector portrait or landscape images for use in final layouts. Experiment with alternative options and refine design solutions</p> <p>Workshop on Photoshop, Illustrator techniques to retouch portraits</p> <p>Develop designs with digital production tools: Photoshop, Illustrator, InDesign, Lightroom</p> <p>Experiment with blending modes and photographic tonal filters in Photoshop, Illustrator to enhance meaning and effectiveness</p> <p>Try different typography, colour systems, and layouts</p>	<p>Design</p> <p>Characteristics of design principles and composition, such as Gestalt design principles</p> <p>Application of colour theory</p> <p>Control and manipulation of design skills and techniques in design development</p> <p>Production</p> <p>Selection and use of appropriate materials and/or technologies relevant to the design brief with an awareness of alternative materials</p>

Week	Key teaching points	Syllabus Content
10–11	Refine design 1 and discuss the design development Refine design 2 and use critical reflective analysis to evaluate the most appropriate design to fit the brief requirements Prepare portfolio presentation to client (teacher) that documents design process. Include critical reflection of finished design solutions and discussion of process throughout	Communication Application of codes and conventions to reinforce cultural identification
12–13	Prepare portfolio presentation to client (teacher) that documents design process. Include critical reflection of finished design solutions and discussion of process throughout Due Week 14 Task 6: Portfolio for Unit 4: Cultural design Digital or print presentation to client of Unit 4 design solutions and design process, including research, investigation, analysis, idea development and critical reflection	Design Development and documentation of a design process, including research and/or investigation, analysis, idea development and critical reflection Reflection and evaluation of solutions to design problems
14–15	Due Week 15 Task 8: Exhibition of final designs Presentation of final design solutions in suitable formats showing application of production process relevant to the design	Production Development of suitable formats of presentation for design solutions