



SAMPLE COURSE OUTLINE

DESIGN
ATAR YEAR 11

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Sample course outline

Design – ATAR Year 11

Unit 1 and Unit 2

Semester 1– Unit 1

Week	Key teaching points	Syllabus content
1–2	<p>Overview of Unit 1 course outline and assessment requirements</p> <p>Review Adobe Photoshop®, InDesign® and Illustrator® software</p> <p>Establish portfolio and digital file management, PDF workflow and procedures</p> <p>Commence Task 1: Practical design portfolio</p> <p>Set up an A3 portfolio InDesign template</p> <p>Introduce Product design: investigate advertising of products and understand their purpose to communicate a message and attract a particular audience</p> <p>Commence Task 2: Product design research</p> <p>Explore the characteristics of design elements and principles in various product logos. Identify examples of type and colour that reinforce product identification (e.g. Cadbury, McDonalds, Google). Discuss the lifestyle behaviour, values and beliefs of specific intended audiences</p> <p>Introduction to concepts of intellectual property and copyright law for the protection of creative designs</p> <p>Commence Task 3: Product design (Part A: Logo design)</p> <p>Select and interpret your design brief: client needs, purpose, intended audience, context, constraints</p> <p>Specify your intended audience and identify characteristics</p> <p>Determine audience demographics (age, gender, income, education, employment etc.) and psychographics (lifestyle behaviour, cultural values and beliefs)</p>	<p>Design</p> <p>characteristics of elements of design and their application in design: line, shape, value, 3D form, space, colour, type, texture</p> <p>characteristics of design principles, including Gestalt design principles such as similarity, proximity, continuation, closure, figure/field, layout principles, alignment, modular/grids, correspondence, visual hierarchy, proportion and unity to create designs</p> <p>interpretation of the design brief</p> <p>Communication</p> <p>application of design elements including type and colour to reinforce product identification</p> <p>identification of specific audiences in terms of lifestyle behaviour, values and beliefs</p> <p>introduction to concepts of intellectual property</p>
3–4	<p>Prepare to document the development of your design using the design process: research, investigation, analysis, idea development and critical reflection</p> <p>Apply time management strategies (develop Gantt chart) to plan for the stages of the design process and production processes</p> <p>Understand the difference between pixel and vector formats</p> <p>Complete Adobe Photoshop and Illustrator tutorials</p> <p>Brainstorm word association with product type and brand name</p> <p>Ideate with thumbnail sketches to develop possible designs. Use checklist: substitute, combine, adapt, magnify, put to other uses, eliminate, rearrange (SCAMPER) to develop ideas and provoke original solutions</p> <p>Annotate your sketches to communicate design choices</p> <p>Task 2: Product design research DUE</p>	<p>Design</p> <p>application of a design process relevant to the design context, including the development of thorough connected documentation (visual and other information) for each of the stages of the design process</p> <p>interpretation and/or creation of diagrams, layouts, plans and drawings</p> <p>Production</p> <p>planning and time management</p>

Week	Key teaching points	Syllabus content
5–6	<p>Task 4: In-class response: Analysis tasks based on past ATAR exam questions</p> <p>Consult intended audience sample group for feedback on your ideas. Select the best designs for further development</p> <p>Experiment with elements and principles and apply Gestalt theory to create alternative options. Try different typography styles, colour combinations and composition. Control and manipulate elements using digital production tools: WACOM tablets and Adobe Illustrator experimenting with illustration and type</p> <p>Portfolio review Task 3: Product design (Part A: Logo design) design process documentation</p> <p>Task 3: Product design (Part A: Logo design) DUE</p>	<p>Design development of a wide range of design skills relevant to the design</p> <p>Production application of skills relevant to production</p>
7–10	<p>Commence Task 2: Product design (Part B: Product advertising)</p> <p>Consider design factors relevant to the communication environment of your advertisement. Decide on the presentation format (print magazine, bus stop shelter, social media app or website)</p> <p>Brainstorm ideas for your advertisement using intended audience characteristics</p> <p>Ideate with thumbnail sketches to develop compositional layouts and possible designs. Use checklist: substitute, combine, adapt, magnify, put to other uses, eliminate, rearrange (SCAMPER) to develop ideas and provoke original solutions</p> <p>Research contemporary trends in production processes Investigate relevant production processes acknowledging sustainability</p> <p>Plan for and specify materials and/or technologies appropriate to your design brief. Understand relevant OSH concepts and safety concerns during production. Develop lighting plans and checklists for photoshoot</p> <p>Take photos. Manage digital data, create contact sheets. Select best images to use. Annotate your selection criteria. Experiment with photographs using image adjustments and blending modes to produce many options. Control and manipulate elements using digital production tools: Adobe Photoshop and Adobe Lightroom®</p> <p>Portfolio review Task 3: Product design (Part B: Product advertising) design process documentation</p>	<p>Communication consideration of communication environment relevant to the design: physical, economic, social, cultural, geographic, interpersonal</p> <p>Production application of production processes relevant to the design; acknowledgement of sustainability contemporary trends in production processes safe handling of materials and/or technologies appropriate to the design brief occupational safety and health (OSH) concepts relevant to applied production process</p>

Week	Key teaching points	Syllabus content
11–13	<p>Task 5: In-class response: Analysis tasks based on past ATAR exam questions</p> <p>Investigate Shannon and Weaver communication model and apply to the design brief. What potential ‘noise’ or disruptions may affect the communication of your message?</p> <p>Refine the four best ideas and resolve to professional standard</p> <p>Apply your product logo from Part A to the advertisements</p> <p>Document the development of your designs by taking screen shots of significant alterations</p> <p>Annotate and evaluate your screen shots to justify design decisions. Refer to the design brief, client and intended audience</p> <p>Consult client and/or intended audience sample group for feedback on your designs. Select the best/most popular/most effective design to be presented as your final resolved design solution</p> <p>Reflect on and analyse your final resolved design solution to evaluate the image, type, visual literacy as required by the brief</p> <p>Selection and development of suitable formats and deliverables for production. Files for print production require an understanding of high and low resolution, file format options (jpeg, PDF, .AI or PSD), and suitable colour space (CMYK or RGB). Discuss the effects of using sustainable practices including the use of renewable materials and low VOC inks. Evaluate the success of your selected production processes and refine if required</p> <p>Portfolio review Task 3: Product design (Part B: Product advertising) design and production process documentation</p>	<p>Design</p> <p>reflective analysis to devise and evaluate solutions to design problems</p> <p>Communication</p> <p>simple application of basic communication models relevant to design: Shannon and Weaver – sender (encoding), signal (transmission), noise, receiver (decoding) relevant to design</p> <p>Production</p> <p>evaluation and refinement of production processes</p>
14–15	<p>Task 3: Product design (Part B: Product advertising) DUE</p> <p>Exam revision of syllabus content from Unit 1</p>	
Exam week	<p>Task 6: Semester 1 written examination</p> <p>A representative sample of Unit 1 syllabus content using a modified examination design brief from the ATAR Year 12 syllabus</p>	

Semester 2– Unit 2

Week	Key teaching points	Syllabus content
1–2	<p>Overview of Unit 2 course outline and assessment requirements</p> <p>Introduction to Cultural design: investigate visual communications that acknowledge the diversity of cultures within our society</p> <p>Commence Task 7: Cultural design investigation</p> <p>Investigate the symbols and visual codes used to communicate messages in a specific cultural and historical context</p> <p>Explore the relationships between cultures and design forms on various stakeholders</p> <p>Commence Task 8: Cultural design (Part A: Pattern design)</p> <p>Select and interpret your design brief: client needs, purpose, intended audience, context, constraints</p> <p>Specify your intended audience and identify characteristics</p> <p>Determine audience demographics (age, gender, income, education, employment, cultural background etc.) and psychographics (lifestyle behaviour, cultural values and beliefs)</p>	<p>Design</p> <p>characteristics of elements of design and their application in design: line, shape, value, 3D form, space, colour, type, texture</p> <p>characteristics of design principles, including Gestalt design principles such as similarity, proximity, continuation, closure, figure/field, layout principles, alignment, modular/grids, correspondence, visual hierarchy, proportion and unity to create designs</p> <p>interpretation of the design brief</p> <p>Communication</p> <p>design for specific audiences with a cultural focus</p> <p>identification of specific audiences in terms of lifestyle behaviour, cultural values and beliefs</p> <p>relationships between cultures and design forms</p>
3–4	<p>Prepare to document the development of your design using the design process: research, investigation, analysis, idea development and critical reflection</p> <p>Plan for production by researching processes, methods and technologies, and their associated costs. Consider choices that may affect sustainability and life cycle costing</p> <p>Apply time management strategies (develop Gantt chart) to plan for the stages of the design process and production processes</p> <p>Create a mind map exploring ideas related to your design brief</p> <p>Collate relevant cultural imagery, colour palettes and type styles within a moodboard. Reference all sourced images, if not using your own photographs</p> <p>Ideate with thumbnail sketches to develop possible designs. Use checklist: substitute, combine, adapt, magnify, put to other uses, eliminate, rearrange (SCAMPER) to develop ideas and provoke original solutions</p> <p>Explore communication strategies such as shock tactics, humour, metaphor and emotion within your design</p> <p>Annotate your sketches to communicate design choices</p> <p>Task 7: Cultural design investigation DUE</p>	<p>Design</p> <p>development and documentation of a design process: research, investigation, analysis, idea development and critical reflection</p> <p>application of design process: visual research, idea generation techniques, synectics, mind maps, brainstorming</p> <p>interpretation and/or creation of diagrams, layouts, plans and drawings</p> <p>Communication</p> <p>exploration of communication strategies such as shock tactics, humour, metaphor and emotion</p> <p>Production</p> <p>introduction to production planning, costing, benefits and constraints of particular processes, methods and technologies, considering sustainability and life cycle costing</p>

Week	Key teaching points	Syllabus content
5–6	<p>Task 9: In-class response: Analysis tasks based on past ATAR exam questions</p> <p>Consult intended audience sample group for feedback on your ideas. Select the best designs for further development</p> <p>Explore and apply culturally relevant type and colour</p> <p>Experiment with elements and principles and apply Gestalt theory to create alternative options. Try different typography styles, colour combinations and composition. Control and manipulate elements using digital production tools: WACOM tablets and Adobe Illustrator experimenting with illustration and type</p> <p>Portfolio review Task 8: Cultural design (Part A: Pattern design) design process documentation</p> <p>Task 8: Cultural design (Part A: Pattern design) DUE</p>	<p>Design</p> <p>control and manipulation of a range of design skills and techniques in design development</p> <p>Communication</p> <p>application of design elements including type and colour to reinforce cultural design</p> <p>Production</p> <p>development exploration and experimentation of production processes, methods and techniques relevant to the design context</p>
7–9	<p>Commence Task 8: Cultural design (Part B: Skateboard)</p> <p>Research appropriate materials for the production of your skateboard and its pattern adornment. Consider the use of alternative or advanced materials</p> <p>Ideate with thumbnail sketches to develop compositional layouts and possible skateboard designs. Use checklist: substitute, combine, adapt, magnify, put to other uses, eliminate, rearrange (SCAMPER) to develop ideas and provoke original solutions</p> <p>Understand and apply simple semiotics and codes and conventions to your design</p> <p>Establish appropriate production processes relevant to your design brief. Understand relevant OSH concepts and safety concerns during production</p> <p>Control and manipulate elements using digital production tools</p> <p>Finalise skateboard designs with pattern adornment</p> <p>Draw/create/or send for manufacture your design prototypes</p> <p>Portfolio review Task 8: Cultural design (Part B: Skateboard) design process documentation</p>	<p>Communication</p> <p>application of simple semiotics and codes and conventions relevant to design</p> <p>Production</p> <p>establishment of appropriate production processes in context</p> <p>establishment of appropriate production materials relevant to the design brief</p> <p>use of alternative materials, recognising and understanding advanced materials</p> <p>occupational safety and health (OSH) concepts relevant to applied production process</p>

Week	Key teaching points	Syllabus content
10–13	<p>Task 10: In-class response: Analysis tasks based on past ATAR exam questions</p> <p>Consult intended audience sample group for feedback on your designs. Select the best/most popular/most effective design to be presented as your final resolved design solution. Evaluate the success of your selected production processes and refine, if required</p> <p>Finalise your design and resolve to professional standard. Document the development of your designs noting significant alterations. Refer to the design brief and intended audience to provide annotations that justify your design choices</p> <p>Reflect on and analyse your final resolved design solution to evaluate the form, pattern and visual literacy as required by the brief</p> <p>Portfolio review Task 8: Cultural design (Part B: Skateboard) design and production process documentation</p> <p>Task 8: Cultural design (Part B: Skateboard) DUE</p> <p>Documentation of visual development, visuals/layouts to reflect progressive resolution of design problems and thinking. Practical design portfolio demonstrating a comprehensive design process and resolved design solutions</p>	<p>Design</p> <p>reflective analysis to devise and evaluate solutions to design problems</p> <p>Production</p> <p>evaluation and refinement of production processes</p>
14–15	<p>Task 1: Practical design portfolio DUE</p> <p>Practical (portfolio) submission of up to 15, A3 single-sided sheets addressing content selected from the Unit 1 and/or Unit 2 syllabus</p> <p>Exam revision of syllabus content from Units 1 and 2</p>	
Exam week	<p>Task 11: Semester 2 written examination</p> <p>A representative sample of Units 1 and 2 syllabus content using a modified examination design brief from the ATAR Year 12 syllabus</p>	