



SAMPLE COURSE OUTLINE

DESIGN
ATAR YEAR 12

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Sample course outline

Design – ATAR Year 12

Unit 3 and Unit 4

Semester 1 – Unit 3

Week	Key teaching points	Syllabus content
1–3	<p>Overview of Unit 3 course outline and assessment requirements</p> <p>Review Adobe Photoshop®, InDesign® and Illustrator® software</p> <p>Review portfolio and digital file management, PDF workflow and procedures</p> <p>Introduce Commercial design and Influential design: discuss their differences and understand the purpose of design to communicate a message to a particular audience</p> <p>Commence Task 1: Branding research</p> <p>Critically examine the application of design elements and principles and semiotics/codes and conventions and their effect on communicating meaning to an intended audience. Discuss the application of type and colour in commercial brands</p> <p>Commence Task 2: Commercial brand strategy</p> <p>Commence Task 8: Practical design portfolio Set up an A3 portfolio InDesign template</p> <p>Interpret a design brief: client needs, purpose, intended audience, context, constraints</p> <p>Specify your intended audience and identify characteristics by surveying a sample group. Determine audience demographics (age, gender, income, education, employment etc.), psychographics (interests, activities and opinions) and geographic region (where your intended audience is located)</p> <p>Investigate communication models and apply to the design brief What are the potential disruptions to the communication of your message?</p> <p>Apply time management strategies (develop Gantt chart) to plan for the stages of the design process and production processes</p> <p>Task 1: Branding research DUE</p>	<p>Design</p> <p>characteristics of design elements and principles and experimentation with their application in design</p> <p>interpretation of the design brief</p> <p>application of a design process and consideration of a commercial design process</p> <p>Communication</p> <p>investigation of communication models relevant to the design brief</p> <p>application of semiotics, codes and conventions relevant to design</p> <p>application of type and colour relevant to theme and content</p> <p>design relevant to the cultural values, ideologies and belief systems that are important to society and individuals</p>
4–5	<p>Create a visual mood board with related brands and images/colours relevant to your intended audience</p> <p>Brainstorm brand ideas using a mind map. Build on level one (primary ideas) to extend ideas and look for connections between initial ideas (secondary ideas). Combine ideas with creative potential and draw small representations of new possible solutions as third level (tertiary ideas) of mind map</p> <p>Ideate with thumbnail sketches to develop composition 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>Consider and select the appropriate strategies for communication (shock tactics, humour, metaphor and emotion)</p> <p>Annotate your sketches to communicate design choices</p>	<p>Design</p> <p>application of design methods: visual research, idea generation techniques, synectics, mind maps, brainstorming to generate solutions to design problems</p> <p>documentation of visual development, visuals/layouts to reflect progressive resolution of design problems and thinking</p>

Week	Key teaching points	Syllabus content
6–7	<p>Consult client and/or intended audience sample group for feedback on your ideas. Consider other stakeholders connected to your design brief. Select the best designs for further development</p> <p>Photography context: Develop your ideas with an awareness of technical information such as composition, lighting, camera angle, aperture, shutter speed background, depth of field and selective focus. Experiment with and analyse semiotics of lighting effects, camera angles and objects used symbolically</p> <p>Graphics context: Develop your ideas with an awareness of layers, colour, composition, images source, type, visual hierarchy, modular/grids, Gestalt principles. Experiment with and analyse semiotics of type style, colours used and visual symbols</p> <p>Portfolio Review Task 2: Commercial brand strategy design process documentation</p> <p>Commence Task 3: In-class response Research to prepare for in-class timed response under test conditions on the design principle ‘form follows function’</p>	<p>Communication</p> <p>influences of theories and media forms on all stakeholders</p> <p>analysis and evaluation of appropriate strategies for communication to an intended audience: shock tactics, humour, metaphor and emotion</p>
8–10	<p>Investigate possible materials and/or technologies for use in your design</p> <p>Research contemporary trends in production processes. Investigate production costs and constraints with consideration of sustainability and life cycle costing.</p> <p>Photography context: 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®, Adobe Illustrator, Adobe InDesign and Adobe Lightroom®</p> <p>Graphics context: Create graphic images for use in design layouts. Experiment with elements and principles to create alternative options. Try different typography styles, colour combinations and composition. Control and manipulate elements using digital production tools: WACOM tablets, Adobe Photoshop, Adobe Illustrator experimenting with montage, illustration, type and layout</p> <p>Report on OSH concepts relevant to materials and technologies used. Create a table identifying the possible relevant hazards/risks when designing in an office environment, using a computer, handling camera/lighting equipment and managing a photography studio (if relevant). Describe the possible risks and suggest how those identified risks may be managed</p> <p>Task 3: In-class response In-class timed response under test conditions on the design principle ‘form follows function’</p>	<p>Design</p> <p>inquiry processes to formulate specific meaning in design work, including investigation of currently available materials and technologies</p> <p>design principles relevant to particular tasks: form follows function</p> <p>Production</p> <p>production planning considering costs and constraints, sustainability and life cycle costing</p> <p>possible future trends in production processes</p> <p>selection and use of specific production materials and/or technologies appropriate to the design brief</p> <p>application of skills relevant to the production</p> <p>occupational safety and health (OSH) concepts and their impact in design</p>

Week	Key teaching points	Syllabus content
11–13	<p>Refine the four best ideas and resolve to professional standard</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>Critically 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</p> <p>Portfolio Review Task 2: Commercial brand strategy design process documentation</p>	<p>Design</p> <p>critical reflective analysis to devise and evaluate solutions to design problems</p> <p>Production</p> <p>selection of suitable production processes</p> <p>critical analysis and refinement of production processes and methods</p>
14–15	<p>Task 2: Commercial brand strategy DUE</p> <p>Exam revision of syllabus content from Unit 3</p>	
Exam week	<p>Task 4: Semester 2 written examination</p> <p>A representative sample of Unit 3 syllabus content</p>	

Semester 2 – Unit 4

Week	Key teaching points	Syllabus content
1–3	<p>Overview of Unit 4 course outline and assessment requirements</p> <p>Commence Task 8: Practical design portfolio</p> <p>Revise Commercial design and Influential design: their differences and purpose to communicate a message to a particular audience</p> <p>Commence Task 5: Influential advertising campaign</p> <p>Interpretation of a design brief: client needs, purpose, intended audience, context, constraints</p> <p>Use survey monkey or social media surveys to interview intended audience or stakeholder sample groups. Compose questionnaire and compile results to inform design decisions</p> <p>Create a visual mood board of inspiring images/typefaces/colour palettes to support design brief. Reference all borrowed image sources</p> <p>Analyse historical political propaganda posters and identify the intended messages. Discuss how these designs may have reinforced or challenged the values of society. Critically examine the selection and application of design elements and principles, semiotics/codes and conventions, type/colour and their effect on communicating meaning to an intended audience</p>	<p>Design</p> <p>characteristics of design elements and principles and experimentation with their application in design</p> <p>integration of design principles in applied design contexts</p> <p>advanced design processes and methods: research, investigation, questioning and interviewing of client groups, surveys of opinions</p> <p>source inspiration to influence original design</p> <p>Communication</p> <p>selection of semiotics, codes and conventions suitable for an intended audience</p> <p>selection of type and colour relevant to theme and content</p> <p>use of design to reinforce and challenge representations and values in society</p>
4–6	<p>Brainstorm advertising ideas using a mind map</p> <p>Ideate with thumbnail sketches exploring visual codes. Consider your intended audience and experiment with visual devices to attract attention (shock tactics, humour, metaphor and emotion)</p> <p>Annotate your sketches to communicate design choices</p> <p>Use surveys to seek critical feedback on your ideas from your client and/or intended audience sample group. Reflect on the best designs for further development</p> <p>Photography context: Develop your ideas with an awareness of technical information such as composition, lighting, camera angle, aperture, shutter speed background, depth of field and selective focus. Experiment with and analyse semiotics of lighting effects, camera angles and objects used symbolically</p> <p>Graphics context: Develop your ideas with an awareness of layers, colour, composition, images source, type, visual hierarchy, modular/grids, Gestalt principles. Experiment with and analyse semiotics of type style, colours used and visual symbols</p> <p>Portfolio Review Task 5: Influential advertising campaign design process documentation</p> <p>Task 6: In-class response Short answer response task based on Semester 2 syllabus content</p>	<p>Communication</p> <p>manipulation of visual codes to present particular viewpoints for an audience</p> <p>selection of appropriate visual devices to attract attention of the audience, including shock tactics, humour, metaphor and emotion</p> <p>Design</p> <p>documentation of visual development, visuals/layouts to reflect progressive resolution of design problems and thinking</p> <p>application of design process and reflective practice</p> <p>applying critical analysis to develop designs that reflect themes</p>

Week	Key teaching points	Syllabus content
7–9	<p>Plan for production considering costs and constraints, sustainability and life cycle costing. Select production processes, materials and/or technologies appropriate to your design. Apply skills relevant to the production of your design</p> <p>Investigate contemporary trends in production processes and justify/refine your selected production processes and methods</p> <p>Photography context: 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, Adobe Illustrator, Adobe InDesign and Adobe Lightroom</p> <p>Graphics context: Create graphic images for use in design layouts. Experiment with elements and principles to create alternative options. Try different typography styles, colour combinations and composition. Control and manipulate elements using digital production tools: WACOM tablets, Adobe Photoshop, Adobe Illustrator experimenting with montage, illustration, type and layout</p> <p>Discuss OSH concepts and their impact on design</p> <p>Select a suitable communication model and apply it to your design brief and intended audience</p> <p>Portfolio Review Task 5: Influential advertising campaign design and production process documentation</p> <p>Task 7: In-class response Short answer response task based on Unit 3 and 4 syllabus content</p>	<p>Production</p> <p>production planning considering costs and constraints, sustainability and life cycle costing</p> <p>selection of suitable production processes</p> <p>critical analysis and refinement of production processes and methods</p> <p>possible future trends in production processes</p> <p>selection and use of specific production materials and/or technologies appropriate to the design brief</p> <p>application of skills relevant to the production</p> <p>occupational safety and health concepts (OSH) and their impact in design</p> <p>Communication</p> <p>selection of a suitable communication model for an intended audience</p>
10–12	<p>Refine the four best ideas and resolve to professional standard</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>Critically reflect and analyse your final resolved design solution to evaluate the image, type, visual literacy as required by the brief</p> <p>Development of suitable formats and deliverables for production</p> <p>Task 5: Influential advertising campaign 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>critical reflective analysis to devise and evaluate solutions to design problems</p>
13–15	<p>Task 8: Practical design portfolio DUE</p> <p>Practical (portfolio) submission of up to 15, A3 single-sided sheets addressing content selected from the Unit 3 and/or Unit 4 syllabus</p> <p>Exam revision of syllabus content from Unit 3 and Unit 4</p>	
Exam week	<p>Task 9: Semester 2 written examination</p> <p>A representative sample of Unit 3 and 4 syllabus content</p>	