**Sample Course Outline**

Design

General Year 12

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# Sample course outline

# Design – General Year 12

## Unit 3 and Unit 4

#### Semester 1 – Product design

| **Week** | **Key teaching points** | **Syllabus Content** |
| --- | --- | --- |
| 1–3 | **Overview of Unit 3** including structure of the course, timelines, expectations and assessment requirements **Introduction to Product design**. Investigate design solutions required in the commercial world for products, services and brands for a particular audienceIn 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**Introduction to working to a brief**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)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 useCreate 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)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)**Identify the design process**Present a design process model and relate each stage to the mini design project for examples of research, investigation, ideation, design development, and evaluation**Commence Task 1: Portfolio for Unit 3: Product design*** 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)

Photography context: Workshop lighting plans and techniques for product and still life photographyGraphics context: Workshop on Adobe Illustrator® drawing with the pen tool and pattern tools with gradients | **Communication**Identification of specific audiences in terms of lifestyle behaviour, values and beliefs**Design**Reflection and evaluation of solutions to design problemsDevelop and document a design process: research and/or investigation, analysis, idea development and critical reflectionInterpretation of a design brief**Communication**Introduction to basic communication models relevant to design: Shannon and WeaverAwareness of copyright, intellectual property issues and personal responsibilities in product designIdentification of specific audiences in terms of lifestyle behaviour, values and beliefs |
| 4–6 | 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 mapInvestigate 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 analysisDetermine most effective formats for your product/ service/ branding design(e.g. poster, web home page, billboard, magazine advertisement, flyer or clothing item)Consider the communication environment relevant to the design (physical, economic, social, cultural, geographic, interpersonal)Typography as meaning, explore style options in Dafont.com® and wording to be used. Experiment with the balance of image and typeIdeate 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)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 symbolicallyGraphics 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**Due Week 6 Task 2:** **In-class response** Investigate contemporary trends in production processes and sustainable methods of production Photography context: Take photos. Manage digital data, create contact sheets of 6–12 best shots only. Select best images to use. Discuss your selection criteriaExperiment 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® 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 compositionWorkshop on Photoshop/Illustrator techniques experimenting with montage, illustration, type and layout | **Design** Application of colour theoryApplication of design process, such as visual research, idea generation techniques, synectics, mind maps, brainstorming**Communication** Consideration of communication environment relevant to the designUse of representation to create product design**Design**Creation and/or interpretation of diagrams, layouts, plans and drawingsCharacteristics of design principles and composition, including Gestalt design principles Application of simple semiotics relevant to the design process**Production**Application of production processes, methods, skills, and techniques relevant to the defined context with an acknowledgement of sustainability and contemporary trends in production processes**Design** Control and manipulate design skills and techniquesApplication of codes and conventions to reinforce product identification |
| 7–10 | 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 briefReport 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.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 **Due Week 9 Task 3: In-class timed assessment**Mock externally set task. Students complete a practice externally set task | **Production**Application of relevant production processes, methods, skills and techniquesSelection of safe handling of materials and/or technologies/ appropriate for design solutions**Production**Occupational safety and health (OSH) concepts relevant to applied production processDevelopment of suitable formats of presentation for design solutions |
| 11–13 | 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 solutionsand discussions of process throughout**Due Week 13 Task 1: Portfolio for Unit 3: Product design**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  | **Design**Development and documentation of a design process, including research and/or investigation, analysis, idea development and critical reflection |
| 14–15 | **Due Week 14 Task 4: Analysis worksheet**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**Due Week 15 Task 5: Externally set task** In-class assessment set by the Authority based on the prescribed content from Unit 3 of the General Year 12 syllabus | **Communication**Consideration of communication environment relevant to the design |

#### Semester 2 – Cultural design

| **Week** | **Key teaching points** | **Syllabus Content** |
| --- | --- | --- |
| 1–3 | **Overview of Unit 4 and assessment requirements** **Introduction to Cultural design**. Investigate visual communications that acknowledge the diversity of cultures within our societyIn 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 communicationsPresent 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**Commence Task 6: Portfolio for Unit 4: Cultural design**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 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) 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)Complete a communication model allocating suitable signals and perceiving possible interruptions to the communicationPhotography context: Workshop on portrait photography techniques and lighting set-ups or landscape photography Graphics context: Workshop on fashion/landscape illustration techniques using Illustrator and Photoshop Live® tracing hand-drawn images and layering colour and textured swatches | **Communication** Relationships between cultures and design formsUse of representation to create designs that relate to a cultural focus**Design** Develop and document a design process: research and/or investigation, analysis, idea development and critical reflectionInterpretation of a design brief**Communication**Application of simple semiotics relevant to the design processSimple application of basic communication models relevant to design Design for specific audiences in terms of lifestyle behaviour, values, beliefs with a cultural focus |
| 4–6 | 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 mapTypography 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 textIdeate 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 ideasPhotography context: Develop two ideas with manipulation of technical tools, such as composition, lighting, camera angle, aperture, shutter speed background, depth of field and selective focusGraphics context: Develop two ideas with flat colour techniques visual hierarchy, modular/grids, Gestalt principlesUnderstand how cultural factors affect design solutions: social, economic, religious and political. Discuss your application of factors that have influenced your design development**Due Week 6** **Task 7: Oral presentation** 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  | **Design** Characteristics of elements of design and their application in design Application of design process: visual research, idea generation techniques, synectics, mind maps, brainstorming**Production**Establishment of appropriate production processes, methods, skills and techniques in the defined context considering sustainability**Design**Creation and/or interpretation of diagrams, layouts, plans and drawings**Communication**Consideration of communication strategies: shock tactics, humour, metaphor and emotionAwareness of copyright, intellectual property issues and personal responsibilities in cultural designRelationship between cultures and design forms |
| 7–9 | 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 issuesPhotography 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 LightroomGraphics context: Create graphic vector portrait or landscape images for use in final layouts. Experiment with alternative options and refine design solutionsWorkshop on Photoshop, Illustrator techniques to retouch portraitsDevelop designs with digital production tools: Photoshop, Illustrator, InDesign, LightroomExperiment with blending modes and photographic tonal filters in Photoshop, Illustrator to enhance meaning and effectivenessTry different typography, colour systems, and layouts | **Design**Characteristics of design principles and composition, such as Gestalt design principlesApplication of colour theoryControl and manipulation of design skills and techniques in design development**Production**Selection and use of appropriate materials and/or technologies relevant to the design brief with an awareness of alternative materials |
| 10–11 | Refine design 1 and discuss the design developmentRefine design 2 and use critical reflective analysis to evaluate the most appropriate design to fit the brief requirementsPrepare portfolio presentation to client (teacher) that documents design process. Include critical reflection of finished design solutionsand 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 solutionsand 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 reflectionReflection 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 |