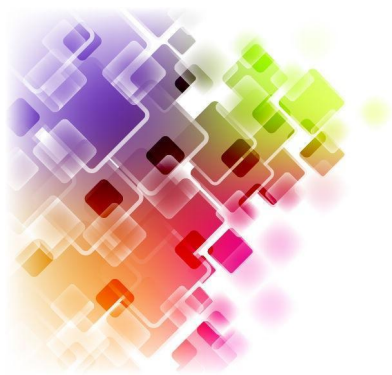




VCE Visual Communication Design

Unit 1 & 2

Welcome to VCD with Mrs Caudullo & Mr Sobey
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Unit Overview

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Study Design:

http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

VCAA rules for school-based assessment

(Source: <http://www.vcaa.vic.edu.au/Documents/vce/adminproceduresvceassess.pdf>, pg 2.)

The VCAA sets down rules which a student must observe when preparing work for assessment by the school.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including: text, websites and source material the name/s and status of any person/s who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
4. Acceptable levels of assistance include: the incorporation of ideas or material derived from other sources (for example, by reading, viewing or notetaking), but which has been transformed by the student and used in a new context prompting and general advice from another person or source which leads to refinements and/or self-correction.
5. Unacceptable forms of assistance include: use of, or copying, another person's work or other resources without acknowledgment corrections or improvements made or dictated by another person.
6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
8. A student must not knowingly assist another student in a breach of rules.

Policy and procedures regarding absence from assessment tasks

- All work students need to complete to achieve an S for the unit
- All work students need to complete for graded assessment
- Class attendance requirements

How to submit work

- Refer to the VCE Handbook
- Work must be submitted with an assignment cover sheet.
- SAT and artworks must be submitted in person.
- SAC work can either be submitted as a hard copy in person, directly to your teacher, OR via email/sharing on Google Drive, but MUST be submitted on the due date as your teacher has his/her own required due dates with the VCAA that CANNOT be extended. Your work also needs to

be cross marked by another teacher, so please ensure you submit your work on time.

Timelines and deadlines for completing work

- Once we have a completed timetable and know when our classes are and which exhibitions are being held this year, we will refine our timeline for submissions.
- We will start with a basic timeline to begin with.

Procedures for obtaining an extension of time

Refer to the VCE Handbook

Internal school appeal procedures

Refer to the VCE Handbook

Consequence of receiving an N or a J result for a unit

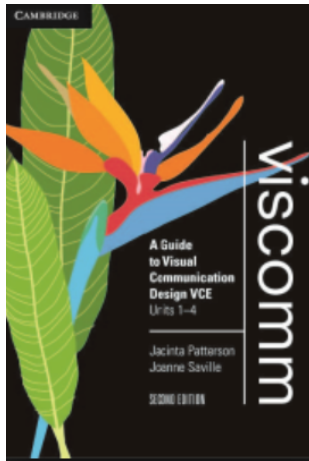
Refer to the VCE Handbook

Consequences for breaches of school-based assessment rules; e.g. test conditions

- Refer to the VCE Handbook

Requirements of the Course

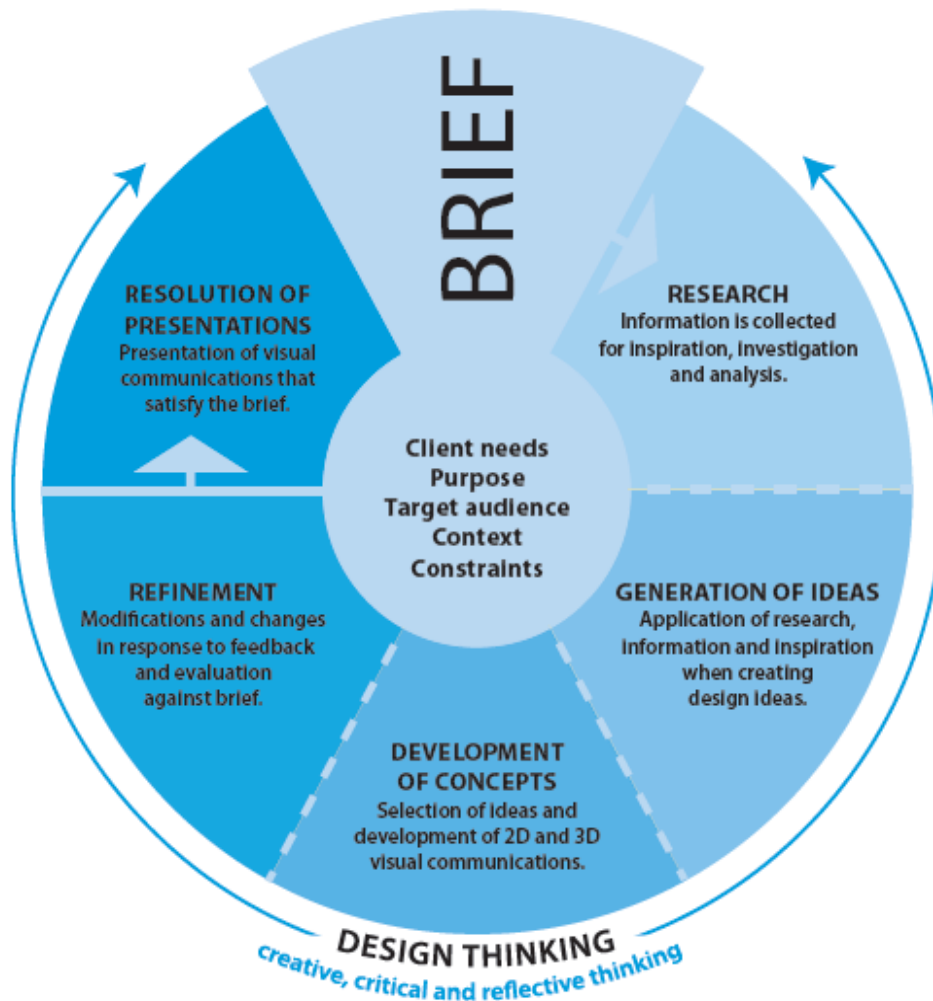
<http://ecaudio.wixsite.com/vcestudioartsandvcd>



- Cambridge Visual Communication Design, Textbook, Units 1-4 (pictured left)
- SD Card
- A2 or A3, 4 ring binder and plastic pockets
- An A4 sized Folder or equivalent to keep all handouts
- Complete all holiday homework by first week of Term 1
- Visit the **VCAA** website for more detailed information
- .
- Internet access for Google Drive/Edrolo (3/4VCD) /etc
- Commitment to the online Edrolo component of the study

The following design process is undertaken:

- Brief
- Research
- Generation of Ideas
- Development of Concepts
- Refinement
- Resolution of Presentations



DATA/CHARTS/VisComCircular

Design Process

Design process Integral to this study is the design process to support the creation of visual communications. This design process identifies discrete stages, as illustrated in Figure 1, which collectively form a framework for creating visual communications in response to a brief. The brief can be provided by the teacher or be student generated. In some units there is a focus on specific stages of the process, whereas in others, students must apply the entire process to create visual communications. The process should not be seen as static or linear; rather it is cyclical or iterative, with stages revisited as required to resolve design problems and extend ideas. Underpinning the design process is ongoing analysis, reflection and evaluation requiring

creative, critical and reflective thinking, referred to as design thinking. Stages in the design process are:

- **Development of the brief:** identifying the client, their communication need/s, the purpose of the visual communication, the target audience, the context of the visual communication and any constraints that affect the nature of the solution.
- **Research:** collecting ideas, information and resources; conducting interviews making field trips and site visits relevant to the brief, for inspiration, investigation, analysis and interpretation. Students can use observational freehand drawing methods to represent the form, materials and textures of existing objects and/or spaces when recording and annotating these investigations.
- **Generation of ideas:** exploring a variety of design ideas that draw on the research and are appropriate to the brief. Imaginative ideas can be quickly drawn using visualisation drawing methods. These freehand ideation sketches with annotations support the communication of ideas.
- **Development of concepts:** selecting the preferred ideas and applying a range of methods, materials, media, design elements, design principles and presentation formats to create two- and three-dimensional visual communications that address the brief. Annotated visualisation drawing and presentation drawing methods are relevant to this stage. • **Refinement:** modifying visual communications in response to feedback and evaluation against the brief.
- **Resolution of presentations:** presenting visual communications that satisfy the brief and respond to feedback and evaluation.

**Subject to change due to new study design and new school partnership group*

UNIT 1 VISUAL COMMUNICATION DESIGN

Unit	Outcomes	SAC	SAT	Examinable content
1	1 Drawing as a means of communication		(Outcome 1&2) 80%	✓
	2 Design Elements and Principles		Communication Design Task 1 (Noma Bar) 20% A-E letter grade	✓

			Task 2 (Technical Drawing Folio) 30% A-E letter grade Task 3 (Elements and Principles) 30% A-E letter grade	
	3 Visual Communication Design in context	SAC (Outcome 3) 20% SAC 1 – Visual Communications in Context History of Design	Task 4 (SAC: Design history report and poster) 20% A-E letter grade	✓

DESIGN FIELDS OF VISUAL COMMUNICATION

Communication Design

Presents visual information for communication purposes

Includes Graphic Design, Information Design, Digital and Web Design, Advertising, Print Publication/ Book Illustration and Typographic Design, Package/surface Design and Logo Design and Brand Identity.

Environmental Design

Presents visual information to communicate information about built/ constructed environments

Includes Architectural Design, Interior Design, Landscape Design , Set Design and Exhibition/Display Design.

Industrial Design

Presents visual information to communicate information about objects and products

Includes Engineering Design, Product Design and Furniture Design.

Elements and Principles Weekly test:

Design elements are components of visual communications. For this study they include point, line, shape, form, tone, texture, colour and type.

Design principles are accepted conventions associated with arranging or organising design elements. For this study they include figure-ground, balance (symmetrical and asymmetrical), contrast, cropping,n, scale, proportion and pattern (repetition and alternation).

Elements

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Principles

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Purpose

Purpose:

All visual communication has a purpose, and that purpose has a major impact on the content and appearance of the visual communication. It will define the content of the visual communication and establish where and how the visual communication will be seen, who will see it, and how often.

A helpful tool to remember the various purposes is to have a think – why do we work? To get paid! Correct?
But as designers, we are really cool, so we GIT PAID!

Guide
Inform
Teach

Promote
Advertise
Identify
Depict

For more info on the Purpose:

https://docs.google.com/document/d/1BjfOn8lm3ataKrQS1uP2AO6OOIKA8vA1cB5_EkrDhk/edit?usp=sharing

Today's Session:

Complete this table on Google drive

<https://docs.google.com/document/d/1OT3Asd1gXVbxWJ9bDzSziyeexbw6jdCIYI5M-0bgAo/edit>

Be sure to reference any images by collecting the URL and pasting it there and listing the date retrieved too:

VCD Term	Description	Image
Elements		
2.		
3		
4		
5		
6		

7		
8		
Principles		
1		
2		
3		
4		
5		
6		
7		
8		

Methods Media & Materials

Methods	Media	Materials	Design elements	Design principles	Final Presentation
Refers to the manual and digital processes used to make the visual communication	Refers to the applications used to make the visual communication	Refers to the surface or substrate that the visual communication is applied to or constructed from (as in the case of 3D model making)	Components of visual communication	Ways of arranging or organising design elements	Potential formats
Drawing <i>Drawing for:</i> • Observation • Visualisation • Presentation <i>Ways of drawing:</i> • Manual freehand • Digital freehand • Manual Instrumental • Digital Instrumental <i>Drawing systems:</i> 2D: • Orthogonal • Plans & elevations • Packaging nets 3D: • Isometric • Planometric • 1pt Perspective • 2pt Perspective Painting Printmaking • Monotype • Relief • Intaglio • Silk-screen Printing • Laser • Inkjet • Offset • 3D printing • Laser cutting Photography • Analogue • Digital Digital image manipulation • Page layout • 3D rendering • Design Collage • Manual or digital 3D Process • Construction • Modelling	Manual media • pencil • ink • fineliner • marker • pastel • crayon • charcoal • acrylic paint • watercolour • gouache • dye • toner • analogue film Digital media • Vector-based programs • Raster-based programs • Page layout & composition programs • Computer-aided design (CAD) programs	Manual materials • paper • card • wood • glass • metal • clay • stone • plastic • textile Digital materials • screen	• point • line • shape • form • tone • texture • colour • type	• figure/ground • balance • symmetrical • asymmetrical • contrast • cropping • hierarchy • scale • proportion • pattern • repetition • alternation	• Logo • Signage • Flyer • Brochure • Poster • Billboard • Postcard • Advertisement • Map • Diagram • Symbol/icon • Illustration • CD/DVD cover • Book (cover and layout) • Magazine (masthead, cover and layout) • Package • Point of sale display • Exhibition display • Web site design • App design • Motion graphics and film title sequence • Storyboard • Architectural drawing • 3D model • Finished drawings for a product • Concept prototype (non-working) • Brand collateral presentation board

Media are the digital and non-digital applications used to make visual communications. Examples of digital applications include vector-based and raster-based programs. Examples of non-digital applications include pencils, ink, markers, pastels, acrylic paint, gouache, dye and film.

Materials are the surfaces or substrates that visual communications are applied to or constructed from. Examples include paper, screen, card, textile, metal and plastic.

Holiday Homework:

- Ensure your teacher has your CORRECT email address
- Acquaint yourself with the VCD part of the Wix website
<http://ecaudullo.wixsite.com/vcestudioartsandvcd>
- Create a Google Drive account – allows you to store your work and access it anywhere, via the internet <https://www.google.com/drive/>
- Continue working on collaborative Elements and Principles descriptions and images - see pg 11-16
- Work on Task 1: Noma Bar

Task 1: Noma Bar 10%

This task is worth 10% of your overall grade.

“I am after maximum communication with minimum elements”

— NOMA BAR



Noma Bar is a **communication designer** based in London, who describes his work as a combination of artist, illustrator and designer. Born in Israel into a highly artistic family, Noma Bar graduated with a B.DES (Bachelor of Graphic & Type Design). Bar produces visualisation sketches in sketchbooks and then tasks his ideas into digital media, finishing them off on the computer. His work is witty, humorous and precisely crafted. Often using a **limited palette**, he manipulates **familiar shapes** and forms to create new ones and new meanings.

Often his subject matter has **social and political themes**.

Using clean, incisive lines, Bar communicates some of today's most pressing issues – global warming, war, famine, disease – by showing how these topics look to him, often as evocative images, at times disturbing as they are funny.

“Noma Bar is a man of few strokes. But don't let the simplicity fool you. His talent lies in his efficiency in depicting characters and social issues. With



bold colors, shapes and one or two icons he captures the spirit of a person. Other times he communicates a message on a social issue with amazing clarity while adding a bit of humor to everything. Whether the message is about violence or equality, his straight-forward visual approach is refreshing.”

An interview with Noma Bar:

<http://grainedit.com/2010/03/17/noma-bar-interview/>

What are we actually going to do?

Using Noma Bar as inspiration, you are required to create an image that employs clever and creative use of figure-ground. This will be presented as a book cover.

Where to start:

- Join Pinterest and follow Mrs C's 'VCD: Noma Bar' board
<https://www.pinterest.com/ecaudullo/vcd-noma-bar/>
- Create your own VCD pinboards
- Connect to Google Docs.
- Complete collaborative Element and Principles using Google docs.
- Discuss as a whole class group and annotate the Noma Bar image provided being descriptive, analytical, predictive and reflective.

Over the holidays:

Step 1: Inspiration

- Collect 4 images of the work of Noma Bar's work including URLs (one of these was done as a group and should be included) .
- Annotate these images – be descriptive, analytical, predictive, reflective (See below)
- Discuss the Design Elements and Principles

Step 2: Theme. Brainstorm. Research

- Select a book you wish to explore. The following books might be used:
 - fairy tales/kids book
 - tween adventure
 - teen book
 - an image inspired by a movie; for example, Hitchcock's The Birds
 - you may suggest a fictitious to your teacher.
- Create a brainstorming page of your chosen theme
- Collect research pictures in connection to the theme you have chosen, including URL & retrieval dates for images
- Annotate 6 of these research images – be descriptive, analytical, predictive, reflective. (See below)
- Discuss Design elements and principles

Bring the completed Step 1&2 to school for Week 1 for us to complete the rest of Task 1 where we will complete the following steps:

Step 3: Visualisation drawings using manual methods.

Step 4: Implement creative design thinking techniques such as SCAMPER and forced associations to generate ideas.

Step 5: Develop and refine using digital methods.

Step 6: Show your potential design solution to your peers to receive feedback. Does your design clearly convey a message?

Step 7: Scan your illustration into Adobe® Illustrator® and image trace.

Step 8: Using the pen tool, create a vector illustration with a limited colour palette.

Step 9: Present/print/submit

Holiday Homework & Noma Bar Assessment & Checklist:

Outcome 2 Key skills:

- apply design elements and design principles to communicate ideas and functions of objects and structures
- apply drawing methods that are suitable for the purposes of observation, visualisation and presentation
- use manual and/or digital methods to create drawings for different purposes
- apply design thinking to generate alternative ideas and reflect on their suitability. (VCD Study Design, p.14).

Holiday Homework

- ☐ Collect 4 images of the work of Noma Bar's work including URLs
- ☐ Annotate these images – be descriptive, analytical, predictive, reflective

0 not shown	1 needs improvement	2 limited	3 satisfactory	4 good	5 excellent
	Limited attempt to included copyright information and may have annotated briefly, but not using the 4 steps required.	May not have included all 4 Noma Bar images or omitted URLs. Annotations may have missed one of the 4 steps.	All 4 Noma Bar images collected, including URLs and annotated using all 4 steps.	All 4 Noma Bar images collected, including URLs and annotated using all 4 steps, with discussion of elements and principles.	All 4 Noma Bar images collected, including URLs and annotated using all 4 steps, with discussion of elements and principles, and how it could apply to own work.

- ☐ Create a brainstorming page of your chosen book

0 not shown	1 needs improvement	2 limited	3 satisfactory	4 good	5 excellent
	Limited attempt at a brainstorm for the chosen topic.	Brainstorm included but more could have been added to demonstrate a range of ideas.	Adequate brainstorm page completed with several stems demonstrating a range of ideas.	Good brainstorm page completed with several stems demonstrating a range of ideas, and including imagery.	Excellent brainstorm page completed with many stems demonstrating a wide and detailed range of ideas, and including imagery. May have also added suggestions of where the idea may lead

- Collect research pictures, including URL & retrieval dates for images
- Annotate – be descriptive, analytical, predictive, reflective

0 not shown	1 needs improvement	2 limited	3 satisfactory	4 good	5 excellent
	Limited attempt to include copyright information and may have annotated briefly, but not using the 4 steps required. or may have collected imagery unrelated to topic chosen.	May not have included all 6 research images or omitted URLs. Annotations may have missed one of the 4 steps.	All 6 research images collected, including URLs and annotated using all 4 steps.	All 6 research images collected, including URLs and annotated using all 4 steps, with discussion of elements and principles.	All 6 research images collected, including URLs and annotated using all 4 steps, with discussion of elements and principles, and how it could apply to own work.

In class

Apply drawing methods that are suitable for the purposes of visualisation

Use manual methods to create drawings for different purposes

Select and apply media, materials and techniques to draw and render forms

Apply design thinking techniques to generate alternative ideas and reflect on their suitability

- Observational drawings (hand drawn using 2B pencil with a purpose of depicting)

- ☐ Visualisation drawings (hand drawn using 2B pencil with a purpose of depicting)
- ☐ Vector based program, including screen shots and photo of you working to authenticate
- ☐ SCAMPER
- ☐ Explanations in annotations
- ☐ Discussion of elements (eg. colour, shape)- applying a selection to the vector
- ☐ Discussion of principles (eg. figure-ground, contrast)-

0 not shown	1 needs improvement	2 limited	3 satisfactory	4 good	5 excellent
	Limited attempt to include Observational drawing. May have only included 1 drawing, of poor quality.	Some observational drawing included but more could have been done.	Observational drawings of crane and own object completed and included in folio.	Observational drawings of crane and own object completed and included in folio, with light source, cast shadows and tonal variance evident.	Observational drawings of crane and own object completed and included in folio, with light source, cast shadows and tonal variance evident. Demonstrates skill. Annotations included also.
	Visualisation drawings included to a limited level, may not have attempted to include design thinking.	Visualisation drawings included to a satisfactory level, may have attempted to include design thinking, but more could have been done.	Visualisation drawings included to a satisfactory level, with some evidence of design thinking present (SCAMPER)	Visualisation drawings included to a good level, with convincing evidence of design thinking present (SCAMPER) and good annotations including elements and principle discussion.	Visualisation drawings included to an excellent level, with detailed and convincing evidence of design thinking present (SCAMPER) and good annotations including elements and principle discussion.
	Limited attempt to include Screen shots of working in Adobe Illustrator. Hard to authenticate student's work	Screen shots of working in Adobe Illustrator included to a limited level. More could	Screen shots of working in Adobe Illustrator included to a	Screen shots of working in Adobe Illustrator included to a good level,	Screen shots of working in Adobe Illustrator included to a good level, including explanations

	based on this.	have been done.	satisfactory level.	including explanations and annotations about tools used.	and annotations about tools used Includes discussion of elements and principles used to communicate topic chosen.
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Teacher Comments:

_____/30

Annotation:

Annotation provides written reflection on your design ideas, or observations of other's designs. It involves thinking about your thinking. Good annotation is reflective, succinct and relevant. It conveys and suggests possible directions for further development.

These key questions will help you to make effective annotations:

Descriptive: What can you see? Pretend you are describing the image to someone over the phone.

Analytical: Why might the designer have done this?

Predictive: Where might this idea lead your design ideas?

Reflective: Is it a good idea? Does it meet the purpose? Does it effectively use Figure-ground?

Now, let's have a go together:



Descriptive: What can you see? Pretend you are describing the image to someone over the phone. Look at the Design Elements and Principles to help you describe.

Analytical: Why might the designer have done this?

Predictive: Where could this lead your designs?

Reflective: Is it a good idea? Does it meet the purpose? Does it effectively use Figure-ground?
