 HSC Visual Design CEC

Yearly assessment schedule

| Topic | Task | Weight | Due date | Outcomes | Areas of learning |
| --- | --- | --- | --- | --- | --- |
| ‘Branding’ModuleGD 1: Publications and Information. | Students are to create a logo, web banner and a publication (s). They start from the design brief, sketching and conceptualising to digitalising their designs using the Adobe Suite including Photoshop, Illustrator and InDesign. | 20 | Term 1Week 3 | DM1-6CH1-4 | 1,2,3,4.5 |
| ‘Wrap it up’Module:Product DesignPD1: Packaging. | Create a series of digital graphic designs that are then placed on products to sell to their target audience.Using Adobe suite including Photoshop, Illustrator and InDesign. | 15 | Term 2Week 6 | CH1-4 | 1,2,3,4.5 |
| All topics studied including technical information and conceptual (frame questions) on aspects of artist/ designers they have studied and / or unseen works. | Examination. | 30 | Term 3Week 4 | DM1-6CH1-4 | 1, 2, 3, 5 |
| ‘The designer’Individual ProjectGeneral GM. | Student developed final works for CAPA showcase exhibition. They are to independently investigate their visual design practice. | 35 | Term 3Week 6 | DM1-6CH1-4 | 1, 2, 3, 51,2,3,4,5 |

Modules

* GD!
* PD1
* GM

Outcomes

| Outcomes - practical A student: | Outcomes - criticism and historical studiesA student: |
| --- | --- |
| DM1: generates a characteristic style that is increasingly self-reflective in their design practice. | CH1: generates in their critical and historical practice ways to interpret and explain design. |
| DM2: explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works. | CH2: investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations. |
| DM3: investigates different points of view in the making of designed works. | CH3: distinguishes between different points of view using frames in their critical and historical investigations. |
| DM4: generates images and ideas as representations/simulations. | CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields design. |
| DM5: develops different techniques suited to artistic and design intentions in the making of a range of works. |  |
| DM6: takes into account issues of Work Health and Safety in the making of a range of works. |  |

Areas of Learning

1. Recognise the importance of intentions, research, experimentation and innovation within their design practices.
2. Develop and refine the conceptual and material aspects of their practice through the exercise of critical reflection and judgement.
3. Explore the parameters and work within the specifications of design briefs related to the production of publications and /or products.
4. Use various expressive forms including 3D, photography, drawing, ceramic, fibre and computer graphics to design and make.
5. Use one or more of the frames to focus investigations in making, and the critical and historical study of design.

[Visual Design CEC Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-design) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.