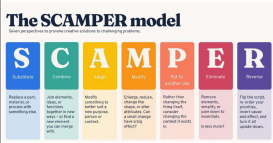
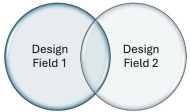
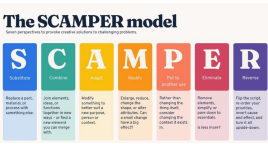


VCE VISUAL COMMUNICATION DESIGN UNITS 3 & 4 2024 WEEKLY PLANNER										
<p>Percentage contributions to the study score in VCE Visual Communication Design are as follows:</p> <ul style="list-style-type: none"> <li>•Unit 3 School-assessed Coursework: 20 per cent</li> <li>•Units 3 and 4 School-assessed Task: 50 per cent</li> <li>•End-of-year examination: 30 per cent.</li> </ul>										
TERM 1										
Area of Study/ Outcomes	VCAA timeline week	School Week	Dates (Mon-Fri)	Relevant school events/ class conflicts	Class content /Tasks	Resources	Homework	Due Dates/ Assessments	Authentication/ Observation Meetings	Staff meetings
<b>Unit 3 AOS 1:</b> <b>Professional design practice-</b> Students investigate how and where designers work, identifying the role of visual communication in professional design practice  <b>Outcome 1:</b> On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.		1	29/1- 2/2	30/1 - Year 12 Conference  31/1 - Units 3/4 classes commence	Overview of course/ assessment dates and information given out- Initiate an overview of Units 3 and 4, clarifying task requirements, assessment details, and due dates.  Introduce Unit 3, Area of Study 1, providing an encompassing view of all design practice field to build on the research done at end of 2024.  Review Design Elements & Principles (refresher of prior knowledge) and introduce students to the Dimeter 10 Principles of Good Design. These 10 Principles will be referred to through units 3 & 4.	<b>VCE VCD Study Design 2024-28:</b> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/index.aspx</a>  Dieter Rams' Ten Principles of Good Design: <a href="https://designmuseum.org/discover-design/all-stories/what-is-good-design-quick-look-at-dieter-rams-ten-principles">https://designmuseum.org/discover-design/all-stories/what-is-good-design-quick-look-at-dieter-rams-ten-principles</a>	Look at Resources folder on Google Classroom for further self-directed learning and read Study Design guide before next class  Complete pending holiday homework research from the three design fields : Communication design, Environmental design and Industrial Design.  Students to start thinking about what they might like to do for their folio. Although the folio is not undertaken until AOS 1 & 2 have been completed, it's helpful to have students thinking and keeping the folio at the back of their minds	31/1 - Holiday homework due	Teacher provides students with the school-assessed task rubrics and authentication forms so that the students are aware of what is being observed and authenticated throughout process.	31/1- Art/Tech Domain Planning
<b>"What are the visual communication practices used by designers?"</b>		2	5/2- 9/2	9/2 - Year 12 Formal- no classes	Students are introduced to Gestalt principles of visual perception.  Students learn how to apply convergent and divergent design thinking skills throughout their design practice (refer to double-diamond design process).  Students will learn about how designers work in four fields of design in Visual Communication Design- working collaboratively in small groups to investigate one design field each. The visual and written material created will be placed together and act as a reference for all students as they progress further in VCD.	Reference books:  "The Art of Perception: Mastering the Gestalt Principles of Visual Organisation: Understanding the Key Gestalt Principles" by F.S Salita  "Gestalt Principles for Graphic Design" by Lisa Graham  William Lamar Hayes. (1989). Gestalt principles of visual perception and design.	U3 AOS 1: A comparative analysis preparation:  -Read Chapter 8, pages 238-244.  -Use SAC 1 handout from the Teachers Resource. - Complete Chapter 9 Review Questions	20/2- SAC 1 Practice Comparison Analysis as written or annotated visual report format due		5/2 - Art Domain Planning
<b>U3 AOS 1- SAC 1</b> A comparative case study of designers in selected design field(s) presented in one of the following formats: -a written report -an annotated visual report -a response presented in a digital format, such as an online presentation or interactive website.	1 (U3)	3	12/2-16/2	12/2 & 16/2 - School photos  14/2- Year level assembly day  15/2- Senior Summer Round Robin	Learn about Stakeholders, Components of Visual Language, symbols, and Context as Location/Broader contextual factors  Students create a visual diagram representing the similarities and differences between the two designers studied.  Students learn to identify and list the differences between past, present and future professional design practices in their selected field(s) of design practice. Students look at the type of design problems and ways of presenting final solutions including the use of methods and conventions. They distinguish characteristics and the role of visual language in selected field(s) of design practice techniques used by designers to evaluate design ideas decisions made by designers during the resolution of design problems technological, economic, cultural, environmental and social factors influencing design practices, and the ethical and legal obligations of designers.	Templates on Target Learning for Divergent Thinking: SCAMPER ( <a href="https://www.bitesizelearning.co.uk/resources/scamper-model-creativity/">https://www.bitesizelearning.co.uk/resources/scamper-model-creativity/</a> ), Deconstruction, Forced Associations, Mind-mapping Alternative Grids etc.  	VCD Terminology Revision for class quiz next week  Find examples based on the Ten Principles of Good Design and include in folio  Commence planning and conceptualization of two practical exercises. Students submit their ideas for these tasks to the teacher for approval.			13/2- Curriculum Collaboration time 14/2- Senior school staff meeting
<b>U3 AOS 1- SAC 2</b> Two practical design exercises documenting emerging skills in selected field(s) of practice.	2	4	19/2-23/2		<b>Monday 19/2/2024 P3&amp;4 SAC: U3 AOS 1- A comparative case study of 2 designers in selected design fields COMPARATIVE ANALYSIS OF DESIGN PRACTICE - UNIT 301 PART A</b>  Preparing for U3 AOS SAC 2: Two practical design exercises documenting emerging skills in selected field(s) of practice. Students engage with a slideshow on the role of visual language in selected design field, and the ethical and legal obligations of designers			1/3 U3AOS1 SAC 1- Comparative Case Study (written and visual) due	Authentication of Unit 3, Outcome 3, Criterion 1: Observation of design research methods to define communication problems	21/2 - Art/Tech Domain Planning
<b>U3 AOS 2: Design Analysis-</b> Students learn how visual language is used to effectively communicate ideas and information to audiences or users.  <b>Outcome 2:</b> On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic	3	5	26/2-1/3	18/2- School Swimming Carnival	<b>U3 AOS1 SAC 2: Two practical design exercises documenting emerging skills in selected field(s) of practice.</b>  Students then work independently and select one (two different designers) or two fields of design practice to compare. Using a Venn diagram, they should: - identify and list the differences between past, present and future professional design practices in their selected field(s) of design practice -distinguishing characteristics and the role of visual language in selected field(s) of design practice -techniques used by designers to evaluate design ideas -decisions made by designers during the resolution of design problems -technological, economic, cultural, environmental and social factors influencing design practices -ethical and legal obligations of designers.		Students to research and choose some materials and methods they wish to experiment with with consideration to their target audience and design brief.	<b>U3 AOS1 SAC 2: Documentation due for two practical design exercises on design practices</b>		

communication of information or ideas  "How do designers use visual language to communicate ideas and information to audiences or users?"	4	6	4/3-8/3	4/3- Peer Support Sessions (Periods 4 & 5)	Students explore how methods, media, and materials are employed to engage and maintain the audience's attention. They create annotated diagrams comparing visual communications approaches.  Teachers provide an overview of factors influencing design decisions: technological, economic, cultural, social, and environmental.		Students select visual communication examples and identify how these factors influence design decisions, discussing their impact on audience engagement.			
U3 AOS 2- SAC- Design analysis: A comparative analysis in selected design fields	5	7	11/3-15/3	11/3- Labour Day Public Holiday	U3 AOS 1B: 2 Practical design exercises  Students use evaluative and critical thinking tools such as Four Field Matrix, De Bono's Six Thinking Hats and Guided Questions to apply to their design ideas.		Students work on their design analysis	14/3- SAC U3AOS 2- Design Analysis due		12/3 - Art Domain Planning
	6	8	18/3-22/3	19/3- Parent/Teacher/Student Interviews (shorter periods)  21/3- Peer Support Sessions (Periods 4 & 5)  22/3- Top Arts Excursion : VCE ACP	Commence broad research to identify two design problems for one client, using ethical and human-centered research methods.  Undertake various research activities, including user research, competitor analysis, defining target audience, brainstorming, mind maps, interviews, creation of personas, and observational drawing.		Students complete Target Audience Task sheet and conduct a classmate/family/friends survey as part of their research	20/3- U301- SAC1 Part 2 due		
	7	9	25/3-29/3	25/3- Top Designs Excursion: VCE VCD  27/3- Parent/Teacher/Student Interviews (full day=no classes)  28/3- Last Day of Term 29/3- Good Friday Public Holiday	Students engage in learning the Legal and Ethical obligations of design processes and final products  Continue research activities, empathizing with intended users through a journey map of the target audience. Students gather information and imagery from a range of sources (books, internet, physical artefacts).		HOLIDAY HOMEWORK - Due 12/4  U3 AOS 3: SUMMARY: Chapter 10- Design process: defining problems & developing ideas  Students annotate research to explain ideas and directions for their own work based on client need, target audience investigation and development of a design brief		Authentication of Unit 3, Outcome 3, Criterion 2: Documentation of design brief defining two distinct communication needs and the presentation of design criteria	
SCHOOL HOLIDAYS										
TERM 2										
Area of Study/ Outcomes	VCAA timeline	School Week	Dates (Mon-Fri)	Relevant school events/ class conflicts	Class content / Tasks	Resources	Homework	Due Dates/ Assessments	Authentication/ Observation Meetings	Staff meetings
U3 AOS 2: Design Analysis- Students learn how visual language is used to effectively communicate ideas and information to audiences or users.  Outcome 2: On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas  "How do designers use visual language to communicate ideas and information to audiences or users?"	8	1	15/4-19/4	18/4- House Performances Assembly (shorter periods)	Organising & submitting U3 AOS 1B Folios SAT  Students engage in convergent-thinking to narrow the focus and reframe two design problems.  Students select a client and create a single design brief defining two distinctly different communication needs.		Organising & submitting U3 AOS 1B Folios	19/4: Submitting U3 AOS Part 1 Folios		15/4- VCE teachers meeting 16/4- Art/Tech Domain collab time
	9	2	22/4-26/4	22/4- Peer Support Sessions (Periods 4 & 5) 25/4- ANZAC Day Public Holiday 26/4- Staff Professional Development (no classes)	U3 AOS 3: Design process: defining problems and developing ideas <b>DISCOVER</b>  -After an overview of ethical and human-centred research methods, students commence broad research to identify two design problems for one client.  -Students undertake a range of research activities such as: conducting user research and analysis of competitors, brainstorming, mind maps, interviews, creation of personas, watching documentaries, reading articles, analysing data, and observation (which may result in observational drawings).	Methods for human-centred research  <div><ul style="list-style-type: none"><li>• affinity mapping</li><li>• card sorting</li><li>• co-design</li><li>• contextual inquiry</li><li>• desktop research</li><li>• design sprint</li><li>• diary study</li><li>• empathy mapping</li><li>• ethnographic research</li><li>• expert interviews</li><li>• heuristic evaluation</li><li>• high-fidelity prototyping</li><li>• ideation workshop</li><li>• landscape review</li></ul></div> <div><ul style="list-style-type: none"><li>• literature review</li><li>• observations</li><li>• problem definition</li><li>• project kick-off workshop</li><li>• quantitative research</li><li>• research synthesis</li><li>• sample design</li><li>• service safari</li><li>• stakeholder engagement</li><li>• stakeholder interviews</li><li>• stakeholder relationship mapping</li><li>• survey</li><li>• user testing</li><li>• 5 Whys</li></ul></div>	Complete additional research tasks, both primary and secondary, as needed.  Use divergent thinking to generate and develop a range of design ideas and concepts for each communication need.			
	10	3	29/4-3/5	29/4- Peer Support Sessions (Periods 1 & 5) 1/5- VCE excursion: Top Screen ACMI 3/5- Yr. 11 Excursion: VCE & Careers Expo (Periods 3- 5)	<b>DEFINE-</b>  Students employ sketching techniques, ideation, and design thinking techniques to think iteratively and creatively about each design need.  -Students continue with research activities, including user research, and empathise with intended users by creating a journey map of their target audience.  -Students gather information and imagery from a range of sources (books, internet, physical artefacts).	Refer to Chapter 10, page 356 of the textbook for examples of divergent thinking strategies.	Explore both manual and digital methods, as well as various media and materials, integrating design elements and principles. Concepts are tested using models, mock-ups, or low-fidelity prototypes.			

<b>U3 AOS 3: Design process: defining problems and developing ideas</b>  <b>"How do designers apply a design process to reframe problems and develop ideas?"</b>  <b>DEVELOP- PRESENTATION 1</b> During the Develop stage of the design process, students use divergent thinking to think iteratively about each design need. They complete two separate processes, both of which would likely include a level of additional research, brainstorming and sketching / visualisation drawings, to generate and develop a range of design ideas and concepts.	11	4	6/5-10/5	9/5- All Years: Girls AFL 10/5- ATOSS Survey for all yr levels (period 5)	U3 AOS 3: Design process: defining problems and developing ideas <b>DEFINE- Students move from the DEFINE stage to the DEVELOP stage</b>  -Students continue to synthesise their findings and use convergent thinking to articulate design opportunities.  -Students conduct further research into the area of their choice, using convergent thinking in the Define stage to narrow their focus and reframe two design problems.  -Students choose a client (fictional or real) and create a single design brief that defines two distinctly different communication needs.	Students look at criteria for good design, to assist in writing constraints and expectations in their design brief. An example of Good Design criteria can be The Victorian Premiers Design awards: <a href="https://premiersdesignawards.vic.gov.au/">https://premiersdesignawards.vic.gov.au/</a>	<b>Students begin work on their design brief:</b>  <b>A 600-word brief – identifying a client and defining two communication needs and presenting design criteria (including purpose, context, audience or users and constraints).</b>	U3 OC3 (criterion 2) Brief draft due for submission Friday 13/5/2024	<b>6/5 Observational feedback: teacher and student 1-1 to discuss progress with Discover &amp; Define phase</b>	
	12	5	13/5-17/5	VCE Theatre Week 16/5- Senior Winter Round Robin 1 17/5- Year 11 PE VIS excursion	-Students will continue to work on their design brief in their own time into final presentation formats, the audience, context, purpose and constraints of these presentations. Once formally written the final Brief must be dated & signed by the student and teacher.  -Students use sketching and ideation and design thinking techniques (such as mind mapping, SCAMPER, Action Verbs and Two-minute sketches) to generate a wide range of ideas in a creative and unstructured manner.  -Students consider the design elements and principles such as colour, type, shape, hierarchy and pattern when generating ideas. They expand on these activities and complete a range to ensure they are thoroughly covering the development of both needs outlined in the brief.		Students ensure that they are up to date with their folios and annotations that should include ideas and future directions .  Students practice divergent thinking on their two design needs and work on draft of brief			15/5- Art/Tech Domain collab time
	13	6	20/5-24/5	22/5- Intermediate Winter Round Robin 1 23/5 Year 12 GAT Assembly	Students use sketching and ideation and design thinking techniques (such as mind mapping, SCAMPER, Action Verbs and Two-minute sketches) to generate a wide range of ideas in a creative and unstructured manner.Further idea generation may include rapid prototyping and experimentation with materials.  Students collate their ideas / approaches to the problem at hand, and informally present these to their peers. They use a range of drawings and prototypes to explain their thought-process, where they see their ideas going, what the limitations might be, and remain open-minded to thoughtful and constructive feedback to develop their ideas further.			<b>FINAL Brief due for submission Monday 20/5/2024</b>	<b>Authentication of Unit 3, Outcome 3, Criterion 3: Generate, develop and present a range of design ideas drawing from criteria documented in the brief</b>	20/5 - Art Domain meeting
	14	7	27/5-31/5	27/5- Reconciliation Week Event 28/5- VCE Conservatorium Experience Day 30/5- Year 11 GAT Assembly	<b>DEVELOP- PRESENTATION 1</b> -Students delve deeper into the Develop stage of the design process. Depending on their communication need(s), students may move into creating schematic sketches, informal perspective sketches, wire frames or bubble diagrams for architectural concepts.  -Students use both two- and three-dimensionally sketches while exploring and developing concepts. They consider the design elements and principles such as colour, type, shape, hierarchy, and pattern when generating ideas.  -Students expand on these activities and complete a range to ensure they are thoroughly covering the development of both needs outlined in the brief.  -Students collate their ideas / approaches to the problem at hand, and informally present these to their peers. They use a range of drawings and prototypes to explain their thought-process, where they see their ideas going, what the limitations might be, and remain open-minded to thoughtful and constructive feedback to develop their ideas further.	Refer to the PowerPoint presentation on Critiques in Chapter 3 of the Teacher Resource.  Refer Chapter 10, to page 367 of the textbook for information on design critiques.	Students reflect on the classroom feedback from peers during the week and annotate their thoughts in their folios.			
		8	3/6-7/6	Semester 1 Exams Week- no Year 12 assessments 2/6- Year 11 VM Workplace Learning 3/6- Year 7-12 Fancy Dress Rehearsals	<b>DEVELOP- PRESENTATION 2</b> -Students delve deeper into the Develop stage of the design process. Depending on their communication need(s), students may move into creating schematic sketches, informal perspective sketches, wire frames or bubble diagrams for architectural concepts.  -Students use both two- and three-dimensionally sketches while exploring and developing concepts. They consider the design elements and principles such as colour, type, shape, hierarchy, and pattern when generating ideas.  -Students collate their ideas / approaches to the problem at hand, and informally present these to their peers. They use a range of drawings and prototypes to explain their thought-process, where they see their ideas going, what the limitations might be, and remain open-minded to thoughtful and constructive feedback to develop their ideas further.		Students to practice their manual and digital rendering skills to build confidence			5/6- Art/Tech Domain meeting
<b>Unit 4 AOS1</b>  <b>DELIVER PHASE</b>  <b>"How do designers resolve design problems?"</b>  <b>Outcome 1:</b>  On completion of this unit the student should be able to refine and resolve distinct design	1 (U4)	9	10/6-14/6	10/6 - King's Birthday Public Holiday 13/6- Last day of Semester 1 14/6- Report Writing Day= student free day/no classes	-Students are provided with an overview of Unit 4, task requirements, assessment tasks, and due dates.  -Students evaluate Unit 3 ideas and the feedback received from their critique.  -An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.	•Use Introduction to Unit 4 SAT Folio PowerPoint.  •Read Chapter 11 of the textbook for an overview of AOS 1.	Students should plan their next steps and share with their teacher in a folio review next authentication meeting	<b>VCAA Marking:</b>  <b>SAT U3 OC3 (criterion 1, 2, 3 &amp; 4) due for submission Wednesday 12/6/2024</b>		



-demonstrate effective visual communication appropriate to the brief  -production of two final presentations that demonstrate innovation and thoughtful selections appropriate to the brief  - production of two final presentations that demonstrate technical competence.	12	9	9/9-13/9	13/9- No Unit 4 assessments	Exam revision	Refer to 2023 exam questions and sample exam booklet 2024	Work on final presentations	9/9- SUBMISSION of hard copy of FINAL PRESENTATION P2	Design assessment sheet on page 35 is to be used by teachers to record scores.  The Authentication record form on pages 22-33 must be used to record information for each student and must be made available on request by the VCAA.	9/9- Staff Professional Development	
	13	10	16/9-20/9	Body Kind Week Year 12 HHD (period 3 and 4) 20/9- Last day Unit 4 Coursework	Exam revision	Refer to previous exam questions and sample exam booklet 2024	HOLIDAY HOMEWORK Exam Revision Booklet	16/9- SUBMISSION of hard copy of completed FOLIO P2		20/7- Art/Tech domain meeting	
SCHOOL HOLIDAYS											
TERM 4											
Area of Study/ Outcomes	VCAA timeline week	School Week	Dates (Mon-Fri)	Relevant school events/ class conflicts	Class content /Tasks	Resources	Homework	Due Dates/ Assessments	Authentication/ Observation Meetings	Staff meetings	
Unit 3 & 4 Examination preparation period  Students review knowledge and skills gained from both units in preparation for final exam	14	1	7/10-11/10	11/10- VCE Assembly	Exam revision: Technical skills and theoretical knowledge	Refer to previous exam questions and sample exam booklet 2024	Exam revision	10/10- Practice exam in class		7/10- Art/Tech domain collb time 9/10-Staff	
		2	14/10-18/10	16/10- Art Show 17/10- Art Show 18/10- Year 12 Farewell Assembly 18/10- Valedictory	Exam revision: Technical skills and theoretical knowledge	Refer to previous exam questions and sample exam booklet 2024	Exam revision			16/10- Art/Tech domain meeting	
		3	21/10-25/10	PAT Week VCE Theatre Week	Exam revision	Refer to previous exam questions and sample exam booklet 2024	Exam revision			23/10- Art/Tech domain meeting	
		4	28/10-1/11	29/10- VCE exams start	VCE VCD EXAMINATION PERIOD (DATE & TIME TBC)						29/10- Art/tech class planning
		5	4/11-8/11	4/11- PPD Day (no students onsite) 5/11- Melbourne Cup Public Holiday	No classes					6/11- Headstart Planning meeting	
		6	11/11-15/11		No classes					11/11- Art/tech collab time and domain planning	
		7	18/11-	VCE VM SWL experience	No classes						
		8	25/11-29/11	Semester 2 exams (full week) 29/11- Report Writing Day (no students)	No classes					25/11- Sub school Planning Day	
2025 Headstart  Unit 3 AOS1  Outcome 1 -  In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences		9	2/12-6/12	2/12 Year Level Assembly day	HEADSTART- Students complete a task sheets in class researching a chosen designer in each of the following design fields: Objects, Messages, Environments.  Introduction to the Double-Diamond Design Process Model in group exploratory tasks.	VIDEO RESOURCES- "The Four Design Fields " - <a href="https://www.youtube.com/watch?v=_G2WUqW7V3M">https://www.youtube.com/watch?v=_G2WUqW7V3M</a>  "Double-Diamond Design" Model- <a href="https://www.youtube.com/watch?v=w0_0_1RqBK_0">https://www.youtube.com/watch?v=w0_0_1RqBK_0</a>	Students document their research on design fields and relevant design practices in their folios	8/12- Design Fields Research due		2025 Headstart begins Transition meetings 2/12- Art/Tech domain meeting	
		10	9/12-13/12	13/12- Last day for all students	2025 Headstart planning for teachers				11/12 - Report Verification		
		11	16/12-20/12	16/12 SE&W Planning Day 17/12- T&L + SLG Planning Day 18/12- New Staff Induction Day (student free day) 19/12- First Aid/CPR training (student free day) 20/12- Last day for staff (student free day)	2025 Headstart planning for teachers		HOLIDAY HOMEWORK: Students should collect images or take photos of art and design that inspires them - labels on food, architecture, furniture, lighting, advertising etc. Try to find images from the three design fields : Communication design, Environmental design and Industrial Design.  Students encouraged to visit art & design exhibitions and engage in theory reading provided by teacher			17/12 - Curriculum planning meeting 18/12- Staff Professional Development	
SCHOOL HOLIDAYS											
									Created by Jacinta Raquel		