

TERM 3 2024 : SEQUENCE PLANNER
Year 10 Visual Communication Design
Weeks 5 -6 of Design Studio Unit

Week/ Lesson/ Date	Lesson Focus	Alignment to <i>Australian Curriculum F-10 VCD (ACARA, 2016)</i>	Planned Learning Experiences	Intended Learning Objectives	Evidence of Learning	Resources
Term 3 Week 5 Lesson 1 12/8/24	Elements & Principles (Digital Effects)	<i>Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)</i>	<p>Single 60 Minute Period:</p> <p>Task 1: Fire up Time allowance: 10 mins</p> <p>Students share their work progress in pairs as part of collaborative design practice. They identify one element or principle from last lesson's digital effect workshop</p> <p>Task 2: Time allowance: 50 mins</p> <p>Students engage in a hands-on instructional workshop with the teacher in how to use Illustrator and Photoshop tools to create digital effects for visual communication design. These effects will focus on design elements and principles such as line, shape, texture, contrast, proportion, figure-ground and pattern.</p>	<p>Students gain skills in Photoshop and Illustrator to explore foundational design elements and principles.</p> <p>Students utilise their knowledge to create digital design effects on images and text type.</p>	<p>Diagnostic Assessment Weeks 3-4 on digital design methods for graphic visual communication of this design studio unit will allow for identification.</p> <p>Formative Assessment Classroom observations to be utilised to monitor student learning of digital capabilities and provide ongoing student feedback.</p> <p>Summative Assessment Students document screenshots of their work into digital design folio that will be assessed for CAT1 capabilities.</p>	<p>Laptop</p> <p>PowerPoint (teacher slide presentation)</p> <p>Unit Planner and CAT1 Rubric</p> <p>Adobe Photoshop and Illustrator digital programs (both applications must be installed on laptop prior)</p> <p>Google classroom digital portfolio</p> <p>Physical folio and/or sketchbook</p>
Term 3			Single 60 Minute Period:		Diagnostic Assessment	Laptop

<p>Week 6 Lesson 2 19/8/24</p>	<p>Industrial Design – Interiors</p>	<p><i>Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)</i></p> <p><i>Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)</i></p>	<p>Task 1: Fire up Time allowance: 15 mins</p> <p>Students present their chosen design movement and share their mood board to the class (maximum 1-minute pitches).</p> <p>Task 2: Time allowance: 45 mins</p> <p>Students use online resources to find 10 reference images of inspiration for a lighting pendant design within their chosen interior context. Students make sketch drawings of their lighting design ideas based on these references and consider the design elements and principles of line, shape, colour, texture, form, balance, contrast, scale and pattern.</p>	<p>Students use their researched evidence of their chosen design movement as inspiration for an industrial design product.</p> <p>Students conduct idea generation and demonstrate convergent thinking through observational drawings and quick sketches of their lighting pendant design.</p>	<p>Weeks 1-2 on the design fields in visual communication of this design studio unit, as well as Term 2 creative thinking tools and manual sketching skills will allow for identification.</p> <p>Formative Assessment Classroom observations to be utilised to monitor student learning of and provide ongoing student feedback. Students’ annotation of their work as part of self-reflection will also be an evaluative tool.</p> <p>Summative Assessment Students must document their work in progress (inside and out of class) throughout the creative process into their digital design folio that will be assessed for CAT1 capabilities.</p>	<p>PowerPoint (teacher slide presentation)</p> <p>Unit Planner and CAT1 Rubric</p> <p>One-point and two-point perspective grid templates</p> <p>Orthographic drawing handout guide</p> <p>Google classroom digital portfolio</p> <p>Physical folio and/or sketchbook</p> <p>Design supplies/tools (rulers, copic markers, graphite and coloured pencils)</p>
<p>Term 3 Lesson 3 Week 6</p>		<p><i>Develop and present visual communications that demonstrate the</i></p>	<p>Single 60 Minute Period:</p> <p>Task 1: Fire up</p>	<p>Students use digital methods to refine their visual</p>	<p>Diagnostic Assessment Weeks 1-2 on the design fields in visual communication of this</p>	<p>Laptop</p> <p>PowerPoint (teacher slide presentation)</p>

20/8/24	Industrial Design – Interiors	<i>application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)</i>	<p>Time allowance: 5 mins</p> <p>Students watch teacher demonstration on how to use methods and materials to render designs so they can apply it in their own process.</p> <p>Task 2: Time allowance: 10 mins</p> <p>Students use the SCAMPER Model to evaluate their own work and help to refine their own ideas.</p> <p>Task 3: Time allowance: 40 mins</p> <p>Students find a user-centred interior space that considers the purpose of their pendant lighting (eg. bedroom, kitchen, gallery, shop, bathroom). They then use Photoshop digital skills to integrate their lighting design product into the space and evaluate through annotation the outcome’s success to the criteria</p>	<p>communication design (lighting pendant) and present in a stylised interior context.</p> <p>Students to evaluate their design decisions and final product through presentation of concept.</p>	<p>design studio unit, as well as Term 2 creative thinking tools and manual sketching skills will allow for identification.</p> <p>Formative Assessment Classroom observations to be utilised to monitor student learning and provide ongoing student feedback. The use of the SCAMPER model will also be an evaluative tool.</p> <p>Summative Assessment Students to present a pitch presentation to the class on their design at the end of the unit that will be assessed.</p>	<p>Adobe Photoshop digital program (must be installed on laptop prior)</p> <p>Unit Planner and CAT1 Rubric</p> <p>Google classroom digital portfolio</p> <p>Physical folio and/or sketchbook</p> <p>Orthographic drawing handout guide</p> <p>Design supplies/tools (rulers, copic markers, graphite and coloured pencils)</p> <p>Printed peer evaluation forms for collaboration</p>
Term 3 Week 6 Lesson 4	Environmental Design-	<i>Develop and present visual communications that demonstrate the application of</i>	<p>Single 60 Minute Period:</p> <p>Task 1: Fire up Time allowance: 3 mins</p>	Students engage in exploration and experimentation with materials and	Diagnostic Assessment Weeks 1-2 on the design fields in visual communication of this design studio unit, as well	Cardboard, butchers paper, kraft paper,

21/8/24	Outdoor spaces	<i>methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)</i>	<p>Students watch demonstration video of how a designer can create low fidelity prototypes from paper</p> <p>Task 2: Time allowance: 15 mins</p> <p>Students engage in a mini-making workshop using found materials (foil, plastic, paper) to manipulate into 3D forms and structures. These may include folding, scrunching, cutting or tearing. Students take photos of these as they are making as part of their documentation of design process.</p> <p>Task 3: Time allowance: 40 mins</p> <p>Students choose one design to refine and produce 5 sketches based on it using one-point and two-point perspective grid templates. They will use rendering techniques to indicate choice of material and scale of design.</p>	<p>methods to inform ideas for their pavilion design structure.</p> <p>Students build skills in conveying their design ideas through orthogonal drawings (manual and digital methods), use of effective mediums for methods and evaluative annotation.</p>	<p>as Term 2 creative thinking tools and manual sketching skills will allow for identification.</p> <p>Formative Assessment Classroom observations to be utilised to monitor student learning of and provide ongoing student feedback. Students' annotation of their work as part of self-reflection will also be an evaluative tool.</p> <p>Summative Assessment Students must document their work in progress (inside and out of class) throughout the creative process into their digital design folio that will be assessed for CAT1 capabilities.</p>	<p>aluminium foil, cellophane</p> <p>One-point and two-point perspective grid templates</p> <p>Laptop</p> <p>PowerPoint (teacher slide presentation)</p> <p>Unit Planner and CAT1 Rubric</p> <p>Google classroom digital portfolio</p> <p>Physical folio and/or sketchbook</p> <p>Design supplies/tools (rulers, copic markers, graphite and coloured pencils)</p>
Term 3 Week 6 Lesson 5 23/8/24	Environmental Design- Outdoor spaces	<i>Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design</i>	<p>Single 60 Minute Period:</p> <p>Task 1: Fire up Time allowance: 10 mins</p> <p>Students watch the two videos demonstrating how design can be integrated into the environment.</p>	<p>Students use digital methods to refine their visual communication design (outdoor pavilion) and present in a stylised</p>	<p>Diagnostic Assessment Weeks 1-2 on the design fields in visual communication of this design studio unit, as well as Term 2 creative thinking tools and manual</p>	<p>One-point and two-point perspective grid templates</p> <p>Laptop</p> <p>Adobe Photoshop digital program</p>

		<p><i>(VCAVCDV008)</i></p> <p><i>Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)</i></p>	<p>Students then engage in class discussion sharing any thoughts on this.</p> <p>Task 2: Time allowance: 50 mins</p> <p>Students refine their chosen design from last class using manual and digital methods. They find an image of an existing environment for their pavilion to become integrated in and use their prior knowledge of Photoshop skills to place it into place context.</p> <p>Students will complete a PMI chart as part of their self-evaluation of finished product for homework.</p>	<p>environmental context.</p> <p>Students to evaluate their design decisions and final product through presentation of concept.</p>	<p>sketching skills will allow for identification.</p> <p>Formative Assessment Classroom observations to be utilised to monitor student learning of and provide ongoing student feedback. Students' completion of a PMI chart about their final design will also be used as an evaluation tool.</p> <p>Summative Assessment Students to present a pitch presentation to the class on their design at the end of the unit that will be assessed.</p>	<p>(must be installed on laptop prior)</p> <p>PowerPoint (teacher slide presentation)</p> <p>Unit Planner and CAT1 Rubric</p> <p>Google classroom digital portfolio</p> <p>Physical folio and/or sketchbook</p> <p>Printed peer evaluation forms</p>
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