SAMPLE COURSE OUTLINE

DESIGN
GENERAL YEAR 12
Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
## Sample course outline

### Design – General Year 12

### Unit 3 and Unit 4

**Semester 1 – Product design**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 1–3  | Overview of Unit 3 and assessment requirements  
Introduction to Product design: investigate promotional products and understand their construction to communicate a message to a particular audience  
Develop and document a design process: research and/or investigation, analysis, idea development and critical reflection  
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  
Experiment with representation to develop meaning and depth in design solutions. Investigate similar product visual communications and analyse the characteristics of design elements and principles, composition and visual hierarchy, and apply to a basic communication model  
Identify target audience characteristics: demographics, lifestyle choices, interests and values. Assign VALS2 Chart segment  
*Photography context*: Workshop lighting plans and techniques for product and still life photography  
*Graphics context*: Workshop on Illustrator® and drawing basics. Vector vs. Bitmap images  
Commence Task 1 (Week 1) |
| 4–6  | Brainstorm product for a particular purpose: to educate, inform, promote, entertain, decorate  
Brainstorm and apply colour theory, design styles, design elements and principles; format (e.g. poster, screen saver, 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 and wording to be used. Experiment with the balance of image and type  
Ideate with thumbnails and drawings to create composition layouts and possible designs. Apply a design process to develop ideas and provoke original solutions (SCAMPER, mind maps, synectics, semiotics)  
*Photography context*: Develop two ideas with technical information: composition, lighting, camera angle, exposure priority, background, depth of field  
*Graphics context*: Develop two ideas with type: as a graphic (no image), visual hierarchy, modular/grids, Gestalt principles  
Planning for production. Consider contemporary trends in production processes and sustainable methods of production  
*Photography context*: Control and manipulate design skills and techniques. Plan photo shoot with details of studio/outdoors, lighting, background, safe handling of materials. Take photos. Manage digital data, create contact sheets. Select images to use  
*Graphics context*: Control and manipulate design skills and techniques. Create graphic images for use in final layouts. Provide alternative options and refine design solutions  
Workshop on Photoshop®/Illustrator® techniques experimenting with montage, illustration, type and layout |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 7–10 | Develop designs with digital production tools: Photoshop®, Illustrator®, InDesign®, Lightroom®  
Experiment with possible design options to enhance meaning and depth  
Try different typography, colour systems and layouts  
Create design 1 and document the stages and annotate the design development  
Create design 2 and document and annotate design development. Use critical reflective analysis to evaluate the most appropriate design to fit the brief  
**Task 4:** Mock externally set task. Students complete a practice externally set task. In-class assessment (Week 9) |
| 11–13 | Application of relevant production processes, methods, skills and techniques. Select safe handling of materials and/or technologies. Understand OSH concepts relevant to the applied production process. Materials for production include the preparation for hypothetically implementing the design solution  
Development of suitable formats of presentation. Printing solutions require technical preparation of files for resolution, file format, and colour space. Sustainable practices include the use of renewable materials and inks  
Intellectual property and copyright issues should be understood for the protection of creative design solutions  
Prepare digital presentation to ‘client’ that documents your design process. Include finished design solutions  
Commence Task 5 (Week 12)  
**Task 1:** Digital presentation to ‘client’ of Unit 3 design solutions and design process, including research, investigation, analysis, idea development and critical reflection (Week 13) |
| 14–15 | Evaluation of personal design process in terms of appropriateness of design, target audience, and design brief  
Evaluation of design development choices and alternative options  
Evaluation of final design solution in relation to design brief, client’s needs, target audience, sustainability  
**Task 5:** Respond to feedback on Unit 3 presentation and design solutions. Students complete a written evaluation that critically reflects on the effectiveness of their campaign promotional materials. Include a survey of the target audience and suggestions for alternate design solutions (Week 14)  
**Task 7:** Externally set task set by the SCSA based on the prescribed content from Unit 3 of the General Year 12 syllabus. In-class assessment (Week 15) |
Semester 2 – Cultural design

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 1–3  | Overview of Unit 4 and assessment requirements  
      Introduction to Cultural design: investigate visual communications that acknowledge the diversity of cultures within our society  
      Develop and document a design process: research and/or investigation, analysis, idea development and critical reflection  
      Interpret a design brief: constraints and purpose. Research relevant cultural designs and the application of codes and conventions. Determine design items relevant to target audience  
      Experiment with representation to develop meaning and depth in cultural design solutions. Investigate similar cultural visual communications and analyse the characteristics of design elements and principles, layout and visual hierarchy and apply to a basic communication model  
      Identify characteristics of, and design for, a specific target audience. Demographics, lifestyle behaviour, values and belief with a cultural focus. Assign VALS2 Chart segment  
      Photography context: Workshop on portrait photography techniques and lighting set-ups  
      Graphics context: Workshop on fashion illustration techniques using Illustrator®  
      Live tracing hand-drawn images and layering colour and textured swatches  
      Commence Task 2 (Week 1) |
| 4–6  | Brainstorm cultural design project for a particular purpose (to educate, inform, entertain, advertise, decorate). Brainstorm and apply colour theory, colours, design styles, design elements and principles; format (magazine advertisement, bus shelter, billboard, poster etc.)  
      Typography as meaning, exploring style options and wording to be used. Experiment with the balance of image and type  
      Communication strategies: humour, shock tactics, metaphor and/or emotion  
      Ideate with thumbnails and drawings to create composition layouts and possible designs. Apply a design process to develop ideas and provoke original solutions (SCAMPER, mind maps, synectics, semiotics)  
      Photography context: Develop two ideas with technical information: composition, lighting, camera angle, exposure priority, background, depth of field  
      Graphics context: Develop two ideas with type: as a graphic (no image), visual hierarchy, modular/grids, Gestalt principles  
      Understand how cultural factors affect design solutions: social, economic, religious and political  
      Task 6: In-class response on the relationship between cultures and design forms (Week 6) |
| 7–9  | Photography context: Control and manipulate design skills and techniques. Plan photo shoot with details of studio/outdoors, lighting, background, legal and ethical considerations regarding photographing people. Take photos. Manage digital data, create contact sheets. Select images to use  
      Graphics context: Control and manipulate design skills and techniques. Create graphic portrait images for use in final layouts. Provide alternative options and refine design solutions  
      Workshop on Photoshop®, Illustrator® techniques to retouch portraits  
      Develop designs with digital production tools: Photoshop®, Illustrator®, InDesign®, Lightroom®  
      Experiment with blending modes and filters in Photoshop®, Illustrator® to enhance meaning and depth  
      Try different typography, colour systems, and layouts |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 10–11 | Create design 1 and document the stages and annotate the design development  
Create design 2 and document the stages and annotate the design development. Use critical reflective analysis to evaluate the most appropriate design to fit the brief  
Establish appropriate production processes, methods, skills and techniques while considering sustainability. Select and use appropriate materials and/or technologies with an awareness of alternative materials. Understand OSH concepts relevant to the applied production process. Materials for production include the preparation for hypothetically implementing the design solution  
Development of suitable formats of presentation. Printing solutions require technical preparation of files for resolution, file format, and colour space. Sustainable practices include the use of renewable materials and inks  
Intellectual property and copyright issues should be understood for the protection of creative design solutions |
| 12–13 | Evaluation of personal design process in terms of appropriateness of design, target audience, and design brief  
Evaluation of design development choices and alternative options  
Evaluation of final design solution in relation to design brief, client’s needs, target audience, sustainability  
Prepare digital presentation to ‘client’ that documents your design process. Include finished design solutions |
| 14–15 | **Task 2:** Digital presentation of Unit 4 design solutions and design process. Students investigate, explore ideas and follow a design process in response to a design brief related to cultural design (Week 14)  
**Task 3:** Exhibition of final designs showing application of production processes relevant to the design (Week 15) |