



Visual Communication

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

The school determines levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25%
- Units 3 and 4 School-assessed Task: 40%
- End-of-year examination: 35 %

OVERVIEW

Visual Communication ,examines the way visual language can be used to convey messages, ideas and information in the fields of communication, environmental and industrial design. Effective design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas with emphasises on the importance of developing a variety of drawing skills.

The design process considers social, cultural, environmental and economic factors. Communication of ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production are explored. Throughout the study students explore manual and digital methods to develop and refine presentations.

The study is made up of four units:

Unit 1 Focuses on using visual language to communicate messages, ideas and concepts. Both design thinking skills as well as drawing skills are used. Students practise their ability to draw what they observe to explore their own ideas and concepts by experimentation and exploration of design elements and design principles.

Unit 2 Uses 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. Students investigate how typography and imagery are used in these fields as well as the communication field of design.

Unit 3 Using research and analysis of the process of designers to support the development of their own designs; students establish a brief for a client and apply design thinking to that design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Unit 4 Having completed their brief and generated two ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. This involves applying the design process twice to meet each of the stated communication needs. They utilise a range of digital and manual two- and three-dimensional methods, media and materials to produce final pieces.