The Arts –
Visual Communication Design

Victorian Curriculum F–10
Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 200 Victoria Parade
East Melbourne VIC 3002

© Victorian Curriculum and Assessment Authority 2024

The Victorian Curriculum F–10 has been produced for Victorian schools and reflects Victorian priorities and standards. It is derived from the [Australian Curriculum](https://v9.australiancurriculum.edu.au/), released by the [Australian Curriculum Assessment and Reporting Authority](http://www.acara.edu.au/) (ACARA).

The Victorian Curriculum and Assessment Authority (VCAA) provides links to external sites via this website, including to sites which are not controlled or authorised by the VCAA. The VCAA makes no claims as to the accuracy of the information on linked external sites and you are advised to check and comply with the terms of use for each linked site. Read the VCAA [Disclaimer](https://www.vcaa.vic.edu.au/Footer/Pages/Disclaimer.aspx).

Except for logos, trademarks or other content as indicated, the Victorian Curriculum F–10 as published through this site is licensed under the Creative Commons **‘Attribution-Non-Commercial’** licence (CC-BY-NC 3.0 Australia).



Read the full [CC-BY-NC](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode) licence terms.

You may use the Victorian Curriculum F–10 content published on this site for non-commercial purposes in compliance with the CC licence terms, in particular, including an accurate attribution of the author/creator and the source:

**The Victorian Curriculum F–10 content elements are © VCAA, licensed**[**CC-BY-NC**](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode)**. The**[**Victorian Curriculum F–10**](https://f10.vcaa.vic.gov.au)**and related content can be accessed directly at the**[**VCAA website**](http://www.vcaa.vic.edu.au/)**.**

Third parties may own the copyright in some materials incorporated within this website.

**Commercial use**

For permissions for commercial use or use beyond the scope of the CC-BY-NC licence, please contact the VCAA Copyright Manager and refer to the [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

For copyright information regarding the 'Australian Curriculum', refer to ACARA's [Terms of Use for the Australian Curriculum](https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).

# Contents

[Introduction 1](#_Toc168578507)

[Rationale 1](#_Toc168578508)

[Aims 1](#_Toc168578509)

[Structure 2](#_Toc168578510)

[Learning in Visual Communication Design 4](#_Toc168578511)

[Curriculum 8](#_Toc168578512)

[Levels 7 and 8 8](#_Toc168578513)

[Levels 9 and 10 13](#_Toc168578514)

# Introduction

## Rationale

Visual Communication Design is the study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. Visual Communication Design addresses the potential of designers in a range of practices focusing largely on the appearance and function of objects, environments, messages and experiences.

Visual communication design practices are central to the diverse and continuing cultures and histories of Aboriginal and Torres Strait Islander Peoples. Through visual communication design practices, Aboriginal and Torres Strait Islander designers articulate and express connection to and responsibility for Country and Place.

The discipline of Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye and a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

## Aims

The Visual Communication Design curriculum aims to develop students’:

* ability to work independently and collaboratively to find, reframe and address human-centred design problems and opportunities
* creative design thinking strategies and visual communication design practices
* skills in drawing and making to develop visual communication designs using a range of media, materials and methods
* ability to manipulate the design elements and principles to communicate ideas and information across fields of design practice
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of designers; visual communication design as social and cultural practices; and industry
* understanding of design’s influence, and the influences of design in past, present and future contexts, including economic, technological, cultural, environmental and social factors.

## Structure

The Visual Communication Design curriculum is presented in 2-level bands from Levels 7 to 10.

Visual Communication Design comprises 4 interrelated strands:

* Exploring
* Developing Practices
* Creating
* Presenting.

### Exploring

In this strand, students learn as designers and as audiences. They explore:

* design practices in community, studio and industry settings across local, regional, national and global contexts
* visual communication designs in physical and virtual contexts
* the diversity and significance of visual communication design for Aboriginal and Torres Strait Islander Peoples, cultures and communities
* formulating their own ideas and guiding their design practice using an understanding of ‘good design’
* human-centred research methods to explore design problems that influence the lives of people, communities and societies
* circular design practices considering not only the needs of audiences or users, but also the environmental and social impact of their work.

Students respond using design practices.

### Developing Practices

In this strand, students develop knowledge and skills through making and responding across the fields of design practice. Students generate ideas, and develop and refine concepts for visual communication designs through exploration, imagination, experimentation and by applying critical and creative thinking.

They develop critical knowledge and skills by researching, observing, documenting, generating, reflecting on, analysing and evaluating their own and others’ design practices using design terminology and problem-solving.

They develop creative knowledge and skills by:

* exploring the visual communication design process, methods, media and materials to create visual communication designs and solutions
* exploring and experimenting with visual language to communicate information and ideas for visual communication designs
* exploring universal and culturally specific understandings of ‘good design’
* exploring and applying human-centred research methods to resolve design problems that affect the lives of people, communities and societies
* exploring and applying circular design practices to consider not only the needs of audiences or users, but also the environmental and social effects of their work
* investigating ethical and legal obligations used in developing visual communication designs.

### Creating

In this strand, students use drawing and typographic conventions, the visual communication design process, methods, materials, media, and design elements and principles. They evaluate and reflect at each stage of the visual communication design process, considering the target audience, users and communication need by:

* generating, developing, resolving and refining ideas
* researching and identifying sources of inspiration for the generation of ideas
* applying the visual communication design process, methods, materials, media, design elements and design principles to create visual communication designs across fields of design practice
* reflecting on the development and refinement of concepts using divergent and convergent design thinking
* developing skills in digital and manual drawing across fields of design practice and in phases of the visual communication design process.

### Presenting

In this strand, students present their visual communication designs to their intended audience or users across various fields of design practice by:

* choosing an appropriate format to communicate and present visual communication designs that address client and communication needs, and share them with audiences and users
* considering the context of the presentation of their visual communication designs, in physical or virtual spaces.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Visual Communication Design, students progress along a learning continuum that provides the first achievement standard at Level 8 and then at Level 10.

### Content descriptions

In Visual Communication Design, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Visual Communication Design

### Visual communication design practices

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions.

Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students reflect on the development and refinement of their ideas and concepts, delivering and receiving constructive feedback and expanding their design terminology.

Students also consider the various factors that affect design decisions, including conceptions of good design, aesthetic effect, and economic, technological, environmental, cultural and social influences. Using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices, students consider the needs of individuals, communities and society in general.

They learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

Designers use a range of practices to develop visual communication designs and solutions including human-centred design practices and circular design practices.

### Viewpoints

Viewpoints are an inquiry tool for considering the arts from multiple perspectives, as artist, designer or audience. Students use questions based on viewpoints to initiate and guide their explorations and responses, creative and critical practices, evaluation and reflection, and to inform decisions about the performance or exhibition/presentation of their work. For example, they may develop questions based on viewpoints to:

* structure their reasoning and reflecting
* explore ideas and make decisions
* explore and develop empathy for multiple perspectives
* express, communicate and celebrate identities, ideas and meaning
* think deeply about their own arts and design works and art created by others.

As they create and respond to artworks and experiences, students develop questions to explore ideas, perspectives and meaning. They think and make decisions as designers, artists and audiences. Questions based on viewpoints encourage students to consider a range of perspectives and to think deeply about the creation of their own and others’ visual communication designs.

### Contexts

The context of a visual communication design can be the location and time in which it is made, presented or viewed. Context can also be the economic, philosophical, historical, social or cultural influences on the practices of the designer, and their communication of ideas, values and beliefs. The context of a visual communication design provides the reference for the communication of ideas and messages to audiences or users. Interpretation of the messages and ideas presented can evolve from the context.

### Design thinking

Design thinking describes the processes, strategies and routines used by designers when developing solutions to problems. Design thinking can be divergent or convergent.

* Divergent thinking is open-minded, curious and imaginative. It suspends judgement, focusing instead on the multiple ways a problem might be solved in unusual, creative or unexpected ways.
* Convergent thinking is analytical, critical, reflective and comparative. It seeks to summarise, categorise and synthesise information in logical and efficient ways in order to clarify, reframe or resolve problems.

### Visual communication design process

The visual communication design process is the process used to create visual communication designs. The process is iterative and passes through and revisits 4 distinct phases.

#### Discover

Research and gather insights into the problem at hand to understand the needs and experiences of audiences and stakeholders.

#### Define

Use convergent thinking strategies to make sense of research data by synthesising and clarifying the problem at hand. Students identify a client and their communication needs, and detail the purpose, context, audience and users as well as a list of constraints.

#### Develop

Use divergent thinking strategies to seek and analyse inspiration from a wide range of sources, generating imaginative ideas aligned with the communication need. Students use methods, media, materials, design elements and design principles to create, recreate and explore the potential of design ideas.

#### Deliver

Use convergent thinking strategies to reflect critically on ideas. Students use design criteria and feedback to select potential solutions and concepts to evaluate and refine further. They choose appropriate formats to communicate and present finished design solutions.

### Fields of design practice

The scope of design practice expands from the design of communications, physical objects and environments to the improvement of experiences and interactions in larger systems and environments.

* Messages are communicated to audiences using visual language and serve a variety of purposes. Messages can include brand strategy, wayfinding, advertising and social media campaigns, visual merchandising, publications, signage, illustrations, printed collateral, products and packaging.
* Objects are designed to improve the quality of life for people, communities and societies, while also upgrading or improving existing designs. Objects can include products and packaging, furniture, fittings and homewares, transport, appliances, tools, machinery, costumes, toys, devices, industrial products, furniture, jewellery, textiles and fashion.
* Environments are designed for indoor, outdoor and virtual spaces. Environments can include residential and commercial buildings, interiors, performance and exhibition spaces, parks, streetscapes and gardens and environments for films and video games.
* Interactive experiences are designed for both the physical world and online, ensuring the objectives of audiences and users are met when engaging with a product, system or service. Visual language plays a crucial role in the design of interactive experiences. The design of interactive experiences considers the aesthetic qualities and usability of audiences’ and users’ touchpoints, wayfinding systems and interfaces encountered in physical spaces or on digital devices including apps, online platforms and social networking services. These can include the display, layout and relationship of icons, symbols, images and type, as well as additional elements such as sound and animation.

### Designers

Designers work individually and collaboratively using design practices to create visual communication designs. Students investigate the practices of designers and the creation of their visual communication designs and solutions across diverse fields of practice and in different cultures, times, places and other contexts.

### Visual language

Visual language is a system of communication in which ideas and information are conveyed to audiences through visual means. Designers use the components of visual language to resolve problems, combining images, symbols and type to influence how people experience or interact with places, systems and things. The design elements and principles are integral to the creation of visual language and its purpose.

The design elements include point, line, shape, form, tone, texture, colour and type.

The design principles are the conventions used to arrange and organise the design elements. Design principles include figure–ground, balance, contrast, cropping, hierarchy, scale, proportion and pattern (repetition and alternation).

### Methods, materials and media

Methods are the manual or digital processes used to generate, develop, refine and resolve design ideas, concepts and solutions. These can include drawing, collage, printing, photography, model-making and prototyping.

Visual communication designs are made using a wide range of materials. These may include paper, card, textile, metal, plastic, glass, touchscreen or digital interface.

Media are the manual and digital applications used to visually communicate ideas and information. Manual media can include pencil, ink, markers, paint and analog film. Digital media can include software, apps and online platforms used for graphic, game or interaction design, four-dimensional (4D) representations, web development, concept art, illustration, three-dimensional (3D) drawing, modelling and rendering, photo editing and animation.

### Technologies

The use of technologies is integral to visual communication design practices. In visual communication design, a range of available digital (e.g. hardware and software) and analog (e.g. pencils, paper, markers and ink) materials, media and methods are used by designers to produce visual communication designs and reflect critically on the use of technologies in visual communication design practices.

# Curriculum

## Levels 7 and 8

### Band description

In Levels 7 and 8, learning in Visual Communication Design builds on each student’s prior learning and experiences in the Arts and Design and Technologies. Students learn in and through visual communication design practices. They use the visual communication design process, materials, methods and media in purposeful and creative ways, and continue to develop their connection with and contribution to the world as designers and audiences. They work individually and collaboratively with peers and teachers.

Students explore visual communication design in local, regional, national and global contexts, such as visual communication designs in countries or regions of Asia. They take opportunities to engage with designers and expand their awareness of the diversity of design practices.

Students investigate concepts of ‘good design’ and the solutions to design problems using human-centred design and research methodologies. They consider how the characteristics and properties of materials and media can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors. They respond to feedback from others and evaluate visual communication design processes and designed solutions.

Through a range of design practices, students generate and experiment with ideas and develop concepts through sketching, modelling and technical drawing conventions and communicate ideas and designed solutions.

In Levels 7 and 8, the focus is on students:

* exploring and responding to visual communication designs and design practices across cultures, times, places and other contexts including the diversity of visual communication designs created by Aboriginal and Torres Strait Islander Peoples
* developing creative design practices and skills for generating ideas, developing, refining and resolving concepts for communication needs
* developing critical practices to reflect on, evaluate or respond to their own work or the work of others
* creating visual communication designs in different formats to communicate ideas and intentions using visual language, methods, materials and media
* presenting visual communication designs that communicate ideas, information and solutions to audiences.

### Achievement standard

By the end of Level 8, students analyse how visual language and visual communication practices are used in visual communication designs they create and experience. They describe ways designers across cultures, times, places and other contexts communicate ideas and information in a range of contexts and fields of design practice, including the work of Aboriginal and Torres Strait Islander Peoples. They identify and describe the ethical, legal and cultural responsibilities of designers working across fields of design practice and apply these principles in their own design practice.

Students select and manipulate visual language, methods, media and materials when generating, developing and resolving design ideas, and refining concepts and solutions. They document and reflect on their design practice using design terminology. They produce visual communication design solutions by applying visual language and aspects of the visual communication design process. Students plan, present and discuss their own and/or others’ visual communication designs considering the communication need, context and audience or user.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate ways that visual communication practices are used to communicate ideas and information across cultures, times, places and other contextsVC2AVC8E01 | * using viewpoints to develop questions to investigate how designers have developed design solutions and communicated ideas using visual communication design, such as ‘What is the design problem?’, ‘What are some of the ways that designers develop design solutions using visual communication?’ and ‘What are the materials and technologies that designers use to generate and develop design solutions in visual communication design?’
* researching the ways that designers from different cultures, times and places have communicated ideas in contexts and fields of design practice including objects, environments, messages and interactive experiences
* investigating the ways that designers from different times and places communicate ideas across a range of contexts
* examining the materials, media, methods and visual language used in the design process in different contexts and fields of design practice
* identifying and describing the choice of methods, materials, media and visual language to communicate ideas in visual communications
 |
| explore the diversity of design solutions across different fields of design practice and contexts and consider culturally, legally and ethically responsive approaches, including the use of Indigenous Cultural and Intellectual Property rightsVC2AVC8E02 | * investigating how designers ensure their legal and moral obligations are met when selecting and using Aboriginal and Torres Strait Islander Peoples’ cultural material to develop and create contemporary work, for example by accessing information about how professional artists and design companies obtain permission to use cultural material that belongs to a collective or a cultural group rather than an individual
* investigating an example of cultural appropriation where it has been found that Indigenous Cultural and Intellectual Property rights have been denied and identifying how this situation could have been approached respectfully, for example a situation where an artist used symbols, techniques or styles that carry cultural knowledge without gaining permission from the cultural knowledge holders
* analysing designs of products, environments and experiences to identify how well design ideas respond to sustainability issues and how they take into consideration the needs of users; for example, considering universal design principles or circular design practices
* investigating the needs of communities from different cultures, times and places to develop design ideas, concepts and solutions; for example, interviewing community members about user experiences and communication needs
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop skills in visual communication practices by exploring and experimenting with visual language, methods, media and materialsVC2AVC8D01 | * experimenting with materials, media and methods used to generate design ideas, refine concepts and present solutions
* experimenting with design elements and principles to develop an understanding of visual language to communicate ideas
* experimenting with digital tools typically used in visual communication practice such as cameras, vector-based and raster-based programs and editing or animation programs
* exploring the function and purpose of drawing, models and prototypes in visual communication practice including development, documentation and presentation drawings
* exploring conventions and their use in visual communication practice across a range of contexts and fields of design practice, such as architectural plans and elevations, two-dimensional (2D) and three-dimensional (3D) technical conventions for objects and typographic conventions
 |
| reflect on, analyse and document the ways that they and other designers investigate, generate, develop and resolve their ideas, concepts and solutions to inform decisions they make throughout the visual communication design processVC2AVC8D02 | * using viewpoints to develop questions to investigate designers’ use of materials, methods and media and how this communicates ideas to the intended audience, and experimenting with these practices to consider how they might approach similar ideas in their own designs, such as ‘What are the materials, methods and media the designer has used in their design process?’, ‘At what stages of the process did they use these methods?’ and ‘What methods, media and materials will I need to develop design solutions and create visual communication designs in my process?’
* using viewpoints to develop questions to investigate the choices that other designers have made when researching, generating and developing their ideas, for example by investigating the use of design thinking throughout the design process with questions such as ‘What are some of the thinking approaches the designer has used in their process?’, ‘How could I use the same processes?’, ‘What are the decisions the designer had to make throughout the design process?’ and ‘What are the questions I could ask throughout my design process?’
* exploring and reflecting on the way a particular designer or design studio has used materials, methods and media in their work to inform their own design practice, for example a case study into how a design studio approached a communication need for a target audience or user
* documenting the methods, materials, media and processes used to create visual communications in a written or electronic journal
* analysing their own or others’ visual communications, discussing the use of methods, materials, media and processes using design terminology
* undertaking an analysis of design solutions in relation to the context and communication need
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| generate, develop, resolve and refine design ideas, concepts and solutions considering the communication need, specific audience or userVC2AVC8C01 | * using viewpoints to develop questions to evaluate the visual communication design, such as ‘What methods were effective in the development and refinement of my ideas?’, ‘Do the materials and methods used in the visual communication design suit the intended need and audience?’, ‘What worked well in the design process?’ and ‘What could I improve?’
* using specific phases of the design process (discover, develop, define or deliver) in a field of design practice; for example, researching ideas for a target audience and generating ideas from the research or using drawing to develop concepts
* using strategies to define the target audience or user for a communication need, for example the use of surveys to gather and collate information
* communicating using appropriate technical terms and recording the generation of design ideas for an intended audience including a description of decisions; for example, developing a digital portfolio with images and text that clearly communicates the steps of a design process
* using design thinking in phases of the design process to gather feedback and reflect on decisions
 |
| apply visual language, methods, media and materials to generate design ideas, refine concepts and present solutions for a communication need to a specific audience or userVC2AVC8C02 | * experimenting with design elements and principles to develop visual language; for example, completing a series of exercises that demonstrate how design elements and principles can be combined for different purposes, contexts and audiences
* producing drawings, models and prototypes to explore design ideas; for example, using technical drawing conventions to explore objects or environments
* experimenting with typographic conventions to explore design ideas for different purposes, contexts and audiences
* experimenting with digital applications typically used in visual communication practices, such as vector-based and raster-based programs and programs to produce 3D models and prototypes, to develop concepts
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| present design ideas, concepts and solutions for a specific audience or users across fields of design practice VC2AVC8P01 | * using viewpoints to develop questions to plan and evaluate the presentation of their visual communication designs to an audience in the school community, including the presentation of ideas, models and prototypes, such as ‘Does the context of the presentation communicate the intended ideas of the visual communication design?’ and ‘What are some ideas that would suit the presentation of the visual communication design solution?’
* presenting design solutions in written, oral, multimedia or hybrid presentations
* identifying and analysing the effectiveness of the use of methods, materials, media and visual language in concepts by presenting to their peers for feedback and further refinement
* reviewing and evaluating the presentation of visual communication designs in different contexts and fields of design practice to consider the presentation of their own visual communication designs
* complying with copyright laws and respecting Indigenous Cultural and Intellectual Property rights when presenting concepts and solutions; for example, obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning in Visual Communication Design continues to build on each student’s prior learning and experiences as students develop their capability and confidence across visual communication design practices. They continue to use visual language, materials, methods and media in purposeful and creative ways that are informed by their engagement with the work of designers and visual communication design practices in local, regional, national and global contexts, such as countries or regions in Asia. This awareness of the diversity of visual communication design practices, formats and styles informs their own visual communication design practice. They work collaboratively with peers and teachers.

Students use design knowledge and understanding, processes, skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively through problem-solving activities, acknowledging the complexities of contemporary life, and make connections to related specialised occupations and further study. Increasingly, learning in Visual Communication Design has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises.

Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, and economic, environmental and social sustainability factors, and use strategies such as circular design and human-centred research. They use critical thinking, creativity and innovation with increasing confidence, independence and collaboration.

In Levels 9 and 10, the focus is on students:

* exploring and responding to visual communication designs and design practices across cultures, times, places and/or other contexts and the ways visual communication designs created by Aboriginal and Torres Strait Islander Peoples celebrate and challenge the multiple perspectives of Australian identity
* building and extending creative practices and skills for visual communication design practice, developing ideas and concepts, creating visual communication designs, and developing techniques using the visual communication design process
* building and extending critical practices to reflect on, evaluate or respond to their own work and the work of others
* creating visual communication designs to communicate ideas, intentions and solutions using the visual communication design process, materials, methods and media
* presenting visual communication designs to audiences that meet the communication needs of a client, present solutions and communicate ideas and concepts using visual language.

### Achievement standard

By the end of Level 10, students analyse and evaluate how and why ideas and information are communicated in visual communication designs and solutions they design or experience. They evaluate the way designers across fields of design practice from different cultures, times, places and other contexts communicate ideas and information, including evaluating the practices of Aboriginal and Torres Strait Islander designers. They evaluate how designers celebrate and challenge perspectives of Australian identity in visual communications across fields of design practice and in different contexts.

Students select and apply visual language, methods, media and materials to generate design ideas, refine concepts and present solutions. They document, reflect on and annotate their own visual communication design practice. Students apply the visual communication design process to address a communication need and develop visual communication designs for target audiences and users. Students manipulate methods, media and materials and use visual language to produce visual communication designs to address a communication need for target audiences and users. They document and evaluate their use of the visual communication design process to present visual communication designs that address specific communication needs, audiences or users and different contexts.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate the ways that designers from a range of cultures, times and places use visual communication practices to communicate ideas and information in different cultures, times, places and other contextsVC2AVC10E01 | * using viewpoints to develop questions to research and analyse the ways that designers from different times and places communicate ideas in different contexts and fields of design practice, such as ‘What are the influences on the communication of ideas in visual communication designs from different periods of time?’, ‘What are the influences on typographic conventions in visual communication designs from different cultures?’ and ‘What are the influences of the user on the design of a chair from different periods of time?’
* analysing the viability of using different methods, materials and media from areas that are considered remote or isolated, or less developed countries, and selecting appropriate materials to acknowledge sustainability needs by using human-centred and circular design practices; for example, researching the design and manufacture of textiles from different countries
* analysing the way social beliefs and values can be communicated to audiences through the use of visual language in visual communication designs across fields of design practice that they view and create
* analysing the social, cultural and/or ethical implications of the changing function and purpose of visual communication designs over time; for example, deconstructing visual communication designs at different times or in different contexts to compare the communication of ideas, such as gender in clothing, environmental or interactive designs, or the representation of multiculturalism or youth in posters for community events or festivals
 |
| investigate the ways that Australian designers, including Aboriginal and Torres Strait Islander Peoples, use visual communication design to celebrate and present multiple perspectives of Australian identity across fields of design practiceVC2AVC10E02 | * using viewpoints to develop questions to examine the ideology or philosophical stance taken in visual communication designs, such as ways that community service announcements, advertisements, websites and the design of cultural centres depict Aboriginal and Torres Strait Islander Peoples’ histories and cultures, and evaluating the potential impact on specific audiences, such as ‘What ideas and issues are expressed in the visual communication designs?’, ‘How are these ideas communicated using methods, media, materials and technologies?’, ‘What are the protocols for representing the ideas and symbols in visual communication designs that communicate these issues?’ and ‘What are the accepted practices used to create these visual communication designs?’
* researching a diverse range of designs such as protest posters in order to analyse how and why Aboriginal and Torres Strait Islander Peoples have used visual communication design as a tool to express activism for change
* comparing, analysing and evaluating ways that contemporary Aboriginal and Torres Strait Islander designers are exploring and challenging concepts and histories of Australia and Australian identity
* investigating how Aboriginal and Torres Strait Islander designers are caring for Country and Place, Culture and people through design practices, for example by working with representatives of local Aboriginal and/or Torres Strait Islander communities to explore how local groups are caring for the local environment and highlighting these issues through visual communication design, such as campaigns that focus on environmental issues
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| experiment with visual language, methods, media and materials to generate and develop design ideas and concepts and refine visual communication designs across fields of design practiceVC2AVC10D01 | * using viewpoints to develop questions to deepen their understanding of how they communicate ideas, such as ‘Have I pushed and explored this idea as far as I can?’, ‘What is the problem, and how can I find multiple possible solutions?’, ‘What happens when I …?’, ‘What did I learn from this?’ and ‘How can it inform the development of ideas?’
* documenting and evaluating their investigations of design elements and principles in a diary, portfolio or digital journal; for example, annotating the design elements and principles used
* experimenting with materials, methods and media and investigating the conventions associated with different fields of design practice in order to develop an understanding of the ways they can use them to design solutions in their own design practice
* investigating multiple ways of approaching a design problem; for example, using a diverse range of media and materials to explore concepts, such as experimenting with using media and materials in different fields of design practice
* producing annotated concept sketches and drawings using technical conventions, such as scale, symbols, and pictorial and aerial views to draw environments such as perspective drawings, orthogonal drawings, or patterns and templates to represent concepts in the design of objects
* documenting and communicating the generation, development and selection of design ideas for a specified audience; for example, developing a digital portfolio with annotations that clearly communicate each step of the visual communication design process
 |
| reflect on, analyse, evaluate and document their own and others’ design ideas, concepts and solutions to inform decisions they make throughout the visual communication design processVC2AVC10D02 | * analysing and reflecting on the ways that designers have used the visual communication design process to develop and refine design concepts and solutions, for example by using viewpoints to develop questions to facilitate their understanding of the different fields of design practice, such as ‘What are the differences between the decisions in the design process made by an architect compared to an industrial or fashion designer?’, ‘How does the designer research the needs of their client and audience?’, ‘What are some of the research methods I could use to generate ideas for my design solution using visual language?’ and ‘What are some of the decisions that I could use in my own design process?’
* investigating a diverse range of designers, for example designers who live and work in a different place, such as a country or region in Asia, and reflecting on accounts of them discussing influences on their work and practices to develop an understanding of the many factors that can shape their own design practice
* reflecting on, evaluating and resolving their ideas as their work progresses, for example through informal discussions or reviews, or in written, oral or multimedia evaluations, such as journals and portfolios
* documenting and explaining their selection of visual language, materials, media and methods to communicate their ideas throughout the visual communication design process
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| generate, develop, resolve and refine design ideas, concepts and solutions in a range of contexts for specific audiences and/or users using the visual communication design processVC2AVC10C01 | * exploring and researching ideas in a range of fields of design practice including using surveys, site evaluations, photography and online research to respond to communication needs and for specific audiences or users
* experimenting with and evaluating ways of generating ideas in sketches, studies, maquettes, annotated digital images or journal entries
* evaluating and responding to feedback on the development and refinement of design concepts from teachers and peers in discussions or reviews, and documenting their decisions and responses in written, oral, multimedia, physical or digital journals or diaries
* collaborating with other students, groups or agencies, such as community groups, to generate, develop, refine and resolve design concepts and solutions for specific audiences or users
 |
| select and apply visual language, methods, media and materials to generate design ideas, refine concepts and present visual communication designs for a communication need, target audiences and usersVC2AVC10C02 | * creating design concepts and solutions that realise and communicate ideas explored in research, generation and development
* researching approaches to communicating ideas and concepts from a particular viewpoint or a range of viewpoints to develop questions to refine and resolve concepts and solutions in different contexts and fields of design practice, such as ‘What is the range of materials I can use to refine and resolve the communication of ideas in the selected design field?’ and ‘What are the most suitable materials to use in the presentation of ideas or solutions?’
* recording and documenting their research using their own images or images from other sources, written annotations, comments and evaluations
* creating their design concepts and solutions in response to a specific communication need, using materials, methods, media and conventions
* applying their knowledge and understanding of visual language, materials, methods and media to create design concepts and solutions; for example, demonstrating understanding of space and form to create an architectural design, using typographic conventions to create an interactive app for a music festival or using 3D software to design safety equipment for a building site
* evaluating visual communication design solutions and processes and transferring new knowledge and skills to future design projects; for example, considering the technical conventions learnt in producing an architectural model and using them in future prototypes
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| critique and evaluate the presentation of design ideas, concepts and solutions across different fields of design practice to present their own visual communication designsVC2AVC10P01 | * evaluating the presentation of design concepts and solutions in physical or virtual contexts to inform the presentation of their own visual communication design presentations, for example by using viewpoints to develop questions to plan the presentation of their visual communication designs, such as ‘Where is the location for the presentation?’, ‘Does the presentation suit a physical or online environment?’ and ‘What are the constraints for the visual communication that will influence the communication of the ideas, solution or message?’
* developing responses to the presentation of visual communication designs, for example in written, oral, multimedia or hybrid presentations
* planning and curating the presentation of their resolved design concepts and solutions, or the presentation of resolved concepts by other designers, considering, as appropriate, Indigenous Cultural and Intellectual Property rights
* presenting visual communication designs to specific audiences, considering the context of the presentation, and analysing and evaluating the effectiveness of the communication of information in relation to the communication need, context and constraints of the design solution
 |