Introducing Visual Communication Design Version 2.0

The revised Victorian Curriculum F–10 Visual Communication Design will give Victorian students to Year 10 the best opportunity to engage with and creatively contribute design solutions to an increasingly complex world.

Learning in Visual Communication Design is central to the development of creative, confident, empathetic and resilient individuals who work towards making a difference in sustaining and reimagining their own futures and those of communities locally and globally. Through learning in Visual Communication Design, students can contribute to the future of creative industries and understand how they can contribute to personal, cultural, community and economic wellbeing.

Visual Communication Design Version 2.0 reflects the expertise and feedback of teachers, academics and industry experts, with the revised curriculum making it easier for teachers to plan, assess and report on student learning.

Curriculum structure based on 4 interrelated strands

* **The Visual Communication Design curriculum is centred on ‘making’ and ‘responding’**, where students learn as artists and audiences. Students develop knowledge and skills in these key areas in all 4 strands.
* **Content is reorganised into 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting**.
* The previous Respond and Interpret strand and the Explore and Represent Ideas strand have been combined into the Exploring strand. In the Exploring strand, students learn as designers, and as audiences.
* The previous Practices strand has been split into the strands Developing Practices and Creating. In the Developing Practices strand, students develop knowledge and skills through making and responding across the fields of design practice. In the Creating strand, students use the visual communication design process to develop solutions in a range of fields of design practice.
* The previous Present and Perform strand has been renamed Presenting. In the Presenting strand, students present visual communications to intended audiences or users.
* **Teachers can easily integrate content across the 4 strands**. This integration promotes meaningful connections for students, fostering deeper understanding and engagement. It enables teachers to find connections with other learning areas and expand students’ knowledge and skills with an Arts focus.
* **The revised and restructured strands provide a progression of learning** from Levels 7 and 8 through to senior secondary and maintain the integrity of learning in the Visual Communication Design discipline.
* **The restructure provides consistency in knowledge and skills** to align the strands of the Visual Communication Design curriculum with those of the other Arts disciplines. This provides flexibility and accessibility for teachers, students and schools in the delivery of each Arts discipline.

Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks

* **Updated references to Aboriginal and Torres Strait Islander Peoples, designers, practices and designs** in the content descriptions and achievement standards of all Arts disciplines provide inclusivity in the curriculum.
* **The addition of content focused on Aboriginal and Torres Strait Islander Peoples** at Levels 7 to 10 enables students to consider Visual Communication Design across cultures, times, places and other contexts.
* **The additional Aboriginal and Torres Strait Islander focus in the Exploring strand** affords students a pathway to VCE Visual Communication Design, where Aboriginal and Torres Strait Islander artists and their practices are studied in depth.

Clearly aligned achievement standards, content descriptions and elaborations

* **Revised content descriptions and achievement standards** ensure consistent learning across the discipline that link to other Arts disciplines.
* **The achievement standards are more aligned to the content descriptions** and provide clear links between the knowledge and skills in Visual Communication Design to VCE Visual Communication Design, VCE Visual Arts, VCE Media, the VCE Vocational Major and Victorian Pathways Certificate.
* **The content of the elaborations has been revised** to further support teachers to make links between Arts disciplines, other learning areas and the capabilities.
* **To provide support and accessibility for teachers in both making and responding**, additional examples have been added to the elaborations.

Revised introductory information for Visual Communication Design and the Arts

* **Specific descriptions of the revised overarching concepts, skills and terminology are provided** in the ‘Learning in Visual Communication Design’ introduction to the discipline and in the discipline-specific glossary.
* **The ‘Arts introduction’ provides a detailed outline of important concepts** for each of the disciplines in the Arts curriculum. These include:
* viewpoint questions as an inquiry tool for teachers to use to encourage students to consider the Arts from multiple perspectives, as artist, designer and audience or viewer
* a more detailed explanation of making and responding, which provides the integral structure of the Arts curriculum across Foundation to Level 10.

Other key revisions

* **Significant connections across the 4 strands** make it easier for teachers to embed the capabilities and cross-curriculum priorities in teaching and learning programs.
* Revisions to the structure of the curriculum, specific knowledge and skills in the content descriptions and discipline-specific terminology in the glossary have strengthened alignment with the VCE Visual Communication Design Study Design, the VCE Vocational Major and Victorian Pathways Certificate.

► For more detailed revisions, see the [Visual Communication Design – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/the-arts/visual-communication-design/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.