# Visual Communication Design – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices.Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places. They identify and describe practices of visual communication designers in visual communication from different cultures, times and places. | 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. | Achievement standard has been reworded to align with the structural change of the VC2, and the key concepts in each strand. The structure of the Visual Communication Design VC2 is linked to learning in VCE Visual Communication Design |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts (VCAVCDR004) | investigate ways that visual communication practices are used to communicate ideas and information across cultures, times, places and other contextsVC2AVC8E01 | Change in content description wording to broaden the investigation to practices of visual communication designers. Moved from Respond and Interpret strand in VC1 to Exploring in VC2 |
|  | 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 | New content description drawing on some components of the content description from the Respond and Interpret strand in VC1 |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002) | develop skills in visual communication practices by exploring and experimenting with visual language, methods, media and materialsVC2AVC8D01 | Change in terminology in the Developing Practices strand in VC2. Focus on skill development through exploration and experimentation |
|  | 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 | Changed content description to broaden the understanding of the Visual Communication Design process and the practices of designers. Content has been drawn from the Explore and Represent Ideas strand and Respond and Interpret strand in VC1 |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003) | generate, develop, resolve and refine design ideas, concepts and solutions considering the communication need, specific audience or userVC2AVC8C01 | Components from the content descriptions in the Present and Perform strand and Visual Communication Design Practices strand in VC1 have been combined. Focus on applying the Visual Communication Design process and key concepts to create visual communications for an audience or user. Links to VCE Visual Communication Design and Media |
| Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001) | 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 | Change in terminology to align with the concepts of the Presenting strand in VC2. Content description focuses on the use of key concepts in the Visual Communication Design process. Links to VCE Visual Communication Design |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003) | present design ideas, concepts and solutions for a specific audience or users across fields of design practice VC2AVC8P01 | Change in terminology to align with the concepts of the Presenting strand in VC2. Links to VCE Visual Communication Design |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10 students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information.Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. | 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. | Change in terminology to provide progression across the bands and to align with the structure of the strands. References to practices and visual communications by Aboriginal and Torres Strait Islander Peoples added for inclusivity. Terminology and progression provide a link to VCE Visual Arts and Visual Communication Design |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR010)Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011) | 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 | Content descriptions from the Respond and Interpret strand in VC1 have been combined to align with the structure of the Exploring strand in VC2. Focus on Australian designers including Aboriginal and Torres Strait Islander designers. The content description provides a link to the key knowledge and skills of VCE Visual Communication Design, Visual Arts and Media |
| Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR010)Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011) | 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 | Content description has moved from the Respond and Interpreting strand in VC1 to the Exploring strand in VC2 to align with the Visual Communication Design process. Relationship with content, key knowledge and key skills in VCE Visual Arts, Media and Visual Communication Design. Focus on the work of Australian designers, including Aboriginal and Torres Strait Islander Peoples |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008) | 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 | Change in terminology to align with the key concepts of Visual Communication Design. Links to VCE Visual Arts, Media and Visual Communication Design study designs |
|  | 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 | Content from the Explore and Represent Ideas strand in VC1 has been moved to the Creating strand in VC2. Change in terminology to align with key concepts in Visual Communication Design VC2. Links to VCE Visual Arts, Media and Visual Communication Design study designs |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)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) | 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 | Components of the Explore and Represent Ideas, Visual Communication Design Practices, and Present and Perform strands of VC1 have been combined to align with the key concepts of the Creating strand in VC2. Terminology links to VCE Visual Communication Design |
| Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)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) | 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 | Components of the Explore and Represent Ideas, Visual Communication Design Practices, and Present and Perform strands of VC1 have been combined to align with the key concepts of the Creating strand in VC2. Terminology links to VCE Visual Communication Design |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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)Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009) | critique and evaluate the presentation of design ideas, concepts and solutions across different fields of design practice to present their own visual communication designsVC2AVC10P01 | Change in content description to align with the key concepts and structure of the strand. Content from the Explore and Represent Ideas strand and Respond and Interpret strand of VC1 has been combined. Adjusted terminology to align with the key concepts of the strand. Strong link to VCE Visual Communication Design, Media and Visual Arts with critical evaluation |