Video transcript

Understanding the Victorian Curriculum F‒10 Version 2.0, Visual Communication Design Level 7–10

Hello, and welcome.

Visual Communication Design is the study of visual language and the role it plays in communicating ideas, solving problems, and influencing behaviours. It unlocks the potential of aspiring designers to work in a range of art and design practices.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0, Visual Communication Design.

The Visual Communication Design curriculum cultivates the critical and reflective vision of future-ready designers.

It cultivates a respect for and acknowledgement of the diverse roles, innovations, traditions and histories of designers and visual communication design as a social cultural practice.

Students develop skills in drawing and making to develop design concepts in the fields of industrial, environmental and communication design.

Let’s take a closer look at the key features of the Visual Communication Design curriculum.

Visual Communication Design is one of 6 arts disciplines at Levels 7–10. The structure of the strands, achievement standards and content descriptions are consistent across all disciplines to support schools and teachers to develop a school-based approach that encompasses learning in all of the Arts and addresses the needs and interests of their students.

The curriculum is centered on making and responding. The 2 are intrinsically connected, and together they form the practice of an artist, creator, designer, performer, or producer.

Making and responding is embedded into the practice of each discipline and involves students using creative and critical thinking skills to create and respond to arts and design works.

This structure provides a progression of learning from Foundation through to Senior Secondary and maintains the integrity of learning in the Visual Communication Design discipline.

The Visual Communication Design Curriculum Version 2.0 has been adapted to maintain the integrity of learning in the discipline.

Revisions were made to the achievement standards to provide clear links between knowledge and skills in Visual Communication Design F–10 to VCE Visual Communication Design, the VCE Vocational Major or VCE VM and Victorian Pathways Certificate or VPC.

Content descriptions and elaborations were also updated to include content that links specifically to the VCE VM and VPC by focusing on the development of folio work and documentation. These components are integral to the VCE VM and VPC.

Achievement standards and content descriptions relating to Aboriginal and Torres Strait Islander Peoples, artists, practices, and artworks have been added through Levels 7–10.

To provide support and accessibility for teachers in both making and responding, additional teaching and learning examples have been added to the elaborations.

The elaborations also provide explicit links between Visual Communication Design, other learning areas and the Capabilities curriculum.

The Visual Communication Design Curriculum Version 2.0 glossary provides stronger consistency in the progression of learning from Level 7 to Level 10 and alignment with terminology used in the VCE Visual Communication Design, Visual Arts, VPC and VCE VM.

The structure of the curriculum also provides consistency in knowledge and skills to align Visual Communication Design with other arts disciplines, provides learning experiences in making and responding as well as flexibility and accessibility for teachers, students and schools across Victoria.

In the Visual Communication Design curriculum students develop knowledge and skills across 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting.

The strands provide the framework for learning in making and responding and form the structure of the Visual Communication Design Curriculum across Levels 7–10.

Within the Exploring strand, students learn as designers and as audiences. They investigate design practices in community, studio, and industry settings, the diversity and significance of visual communication designs, their understanding of ‘good design’, human-centred research methods, and circular design practices.

Within the Developing Practices strand, students develop knowledge and skills through making and responding across the fields of design practice.

Within the Creating strand, students use the visual communication design process to develop solutions in a range of fields of design practice.

Within the Presenting strand, students present their visual communication designs to intended audiences or users.

The structure of the strands of the Visual Communication Design curriculum, provide a link between the Visual Arts and Design Technologies curriculums from Foundation to Level 6, through to Levels 7–10, demonstrating a progression of learning in art and design.

In the Visual Communication Design curriculum there are several overarching key concepts that are embedded into the progression of learning. The ‘learning in’ focus of Visual Communication Design describes the key concepts and skills that students will learn in the discipline.

Viewpoints are an integral element of the curriculum structure. These are inquiry tools that initiate and guide students’ explorations, responses, and practices. They are included at all levels in the curriculum and are embedded in the content descriptions.

It is important to note, that the references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks in the achievement standards and content descriptions of all arts disciplines provide inclusivity in the curriculum in both making and responding.

The Visual Communication Design curriculum provides students with specific knowledge and practice in the discipline. As students learn and make meaning as designers, they engage with the design and creative industries, and arts professionals.

Visual Communication Design is core to the development of creative, confident, compassionate, and resilient individuals who can think and reflect critically, celebrate and challenge ideas, and work towards making a difference in sustaining and reimagining their own future and the future of communities locally and globally.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy, intuitive access to the curriculum and supporting resources.

Thank you for watching.