

## 2022 Scope & Sequence

Faculty: CAPAL

Subject: Visual Design

Year: 11

TERM 1	1	2	3	4	5	6	7	8	9	10
	Professional Development Day:	<b>Unit 1: Illustration and Cartooning - Graphic Design [GD2] + Work Health and Safety [MM]</b> <u>Overview:</u> In this unit, students explore basic techniques in drawing towards a style specifically for illustration. An introduction to line, proportion and shading and various existing styles to consider in your own drawings. Develop technique and style and complete the course with a portfolio of illustration drawings which illustrate the character through emotion, mood and the development of a unique environment/space for the character to exist in. <u>Designing &amp; Making</u> - DM1, DM2 - Students are to collect information about their own art making practice and that of others. They are encouraged to sort through information, placing it into appropriate categories such as frames. - It is mandatory for them to keep a sequential record in their photographic arts process diary that reflects the collecting, sorting, analysing, organising and problem solving of ideas towards the practical component of this course. - Students develop mathematical skills in relation to space. Their body of work is restricted in size and scale, weight and cubic volume and thus requires mathematical consideration in the design and layout of their works of art. Problem <u>Critical &amp; Historical Studies</u> - CH3, CH2 - Students will explore graphic design images, concepts and technical information relating to the frames with reference to key visual designers - Ongoing collecting, analysing and organising on information given and researched. - Explicit, complex and specific metalanguage is taught to help with the understanding and use of symbolism, visual elements, principles and technical - linked to the three content areas is the Frames, Conceptual Framework and Practice. -Students independently and collaboratively to reflect, refine and strengthen their own writing skills to answer past HSC style questions and answer concise and accurate Section 1 responses under timed conditions.						Assessment Task 1: Illustration and Cartooning + Case Study Frames Response — 30%  Outcomes: DM1, DM2, CH3	Unit 1: Illustration and Cartooning - Graphic Design [GD2] + Work Health and Safety [MM] <i>continued.</i>	
TERM 2	1	2	3	4	5	6	7	8	9	10
	<b>Unit 2: Wearable Design Product - Textiles [WD3]</b> <u>Overview:</u> In this unit, students are provided with opportunities to explore the possibilities of textile construction and surface treatment, informed by critical and historical study of the work of designers, particularly those with an interest in wearable design.DM2, DM3, DM5, CH2 <u>Designing &amp; Making</u> – DM1, DM2, DM3, DM5 - Students explore practical ideas and techniques are explored though screening you-tube clips, displaying images, giving students access to photography books, articles, personal web searches, individual and group technical demonstrations. - Explore the parameters and work use various expressive forms within the specifications of design briefs based on such things as: Clothing as an identity statement; Costume for a special event or ceremony; Conventions <u>Critical &amp; Historical Studies</u> – CH1, CH2, CH3 -Focus on one or more of the frames to focus investigations in making, and the critical and historical study. - Opportunities to work independently and collaboratively to reflect, refine and strengthen their own writing skills developing scaffolds and responses that express ideas through comprehension and interpretation of images. - Write under timed conditions to demonstrate evidence of their learning in a format that will assist their preparations for the Visual Design Yearly examination.					Assessment Task 2:  Wearable Design Product + Design Brief – 30%  Outcomes: DM2, DM3, DM5, CH2	Unit 2: Wearable Design Product - Textiles [WD3] <i>continued.</i>			

T E R M  3	1	2	3	4	5	6	7	8	9	10
	<b>Unit 3: Furniture Design - Product Design [PD2] + Work Health and Safety [MM]</b> <u>Overview:</u> In this unit, students investigate the design practices in recycling, modifying and manipulating materials through furniture design with an opportunity to create new objects and/or furniture pieces with a new function. <u>Designing &amp; Making</u> – DM2, DM3, DM4, DM5 -Design product progression - students continue develop their ideas in their process diary with guidance and critique from the classroom teacher and peer feedback. - Students explore the parameters and work within the specifications of design briefs related to the production of prototypes such as: – clay or card models of cars and other transport vehicles – integrated white goods or electrical product designs – table lamps or kettles related to furniture or interior design – recycled product designs – children’s games or toys or the redesign of traditional games – designs exploring technological advances — computers, multimedia, television, video – designs exploring wind, space and flight – the redesign of simple utensils/tools <u>Critical &amp; Historical Studies</u> – CH1, CH3, CH4 - Relate the artists images to these elements and principles: For example: Emphasis, Rhythm/Pattern, Unity/Harmony. -Students include technical information about the designer’s process. - Preparation for Final Exams - Practise papers - Timed responses - Examiner comments/ annotations / reviewing past students’ exemplars - Revision activities, graphic organisers, group work and note-making - Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own writing skills developing scaffolds and responses that express ideas through comprehension and interpretation of images. - Write under timed conditions to demonstrate evidence of their learning in a format that will assist their preparations for their Yearly Examination –							<b>Assessment Task 3:</b> Furniture Design - Product Design + Yearly Preliminary Exam – 40% Outcomes: DM4, DM6, CH1, CH4	<b>Unit 3:</b> Furniture Design - Product Design [PD2] + Work Health and Safety [MM] <i>continued.</i>  Feedback on exam and prep information about the Year 12 Visual Design Course.	