



Stage 5 Graphics Technology: Year 10

Option module: Graphic design and communication	Module duration: 10 weeks
Module title: Sports images	
<p>Module description:</p> <p>This 10 week module is placed in Year 10 in the second 100 hours of the 200 hour course. The theme for this unit is <i>Sports images</i>.</p> <p>Throughout this unit students will be introduced to:</p> <ul style="list-style-type: none"> • graphic design principles to areas of communication • research development and use of icons, logos and fonts • package and brochure design and layout • use of colour and reproduction techniques • presentation of artwork and multimedia. 	<p>Outcomes (targeted outcomes in bold)</p> <p>A student:</p> <ul style="list-style-type: none"> 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations 5.2.1 designs and produces a range of graphical presentations 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications 5.3.2 manages the development of graphical presentations to meet project briefs and specifications 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies 5.4.2 designs, produces and evaluates multimedia presentations 5.5.1 identifies, assesses and manages relevant OH&S factors to minimise risks in the work environment 5.5.2 demonstrates responsible and safe work practices for self and others 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings 5.6.2 evaluates the impact of graphics on society, industry and the environment.
<p>Resources:</p> <p>Magazines, newspapers, computer lab and appropriate software and printing facilities, digital camera, desktop publishing software, technical drawing and drafting equipment, OHP, coloured pencils, rendering markers, paper and card.</p> <p>Programming requirements:</p> <p>Consideration has been given to the time lost through external and internal assessment procedures and variations in school routines. This module is designed to be delivered over eight weeks with final two weeks allocated for completion of the final assessment task.</p>	
<p>Class tasks:</p> <p>Throughout this unit students will complete a number of graphic design tasks in class.</p>	
<p>Assessment:</p> <p>Assessment will be based on the class tasks and the final assessment task.</p>	

Students learn about:	Students learn to:	Integrated learning experiences, instructions and assessment	Evidence of learning	Feedback
<p>Graphics principles and techniques</p> <ul style="list-style-type: none"> • standard symbols/conventions used in graphical communication • the significance of standard symbols in international/multilingual communication 	<ul style="list-style-type: none"> • identify and apply standard symbols and related conventions to a number of graphic design and communication contexts 	<ul style="list-style-type: none"> • Class analyses and discusses graphic design and communication. • Students discuss: <ul style="list-style-type: none"> – the role of the designer and the tasks undertaken – graphic design standards and presentation – development of and types of skills – industry conventions – impact on environment. • Teacher provides display with a number of examples of international symbols, typefaces and examples of graphical language. <p>Task 1</p> <p>Present one example each of good and bad visual communication. Investigate, research and present these samples with a short critique.</p>	<ul style="list-style-type: none"> • Students can recall and describe descriptions, definitions and concepts. • Students can recognise and communicate using symbols and graphical language including readable typefaces. • Students can discriminate between samples of visual communication. 	<ul style="list-style-type: none"> • Oral feedback and clarification. • Observation and oral feedback. • Annotations on students work.

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<ul style="list-style-type: none"> graphic design concepts and principles including: <ul style="list-style-type: none"> composition proportion balance tone contrast brightness colour. 	<ul style="list-style-type: none"> apply graphic design principles to areas of communication such as: <ul style="list-style-type: none"> graphic design typographic design desktop publishing. 	<ul style="list-style-type: none"> Discussion about the tasks undertaken by the graphic designer and the type of skills needed. <ul style="list-style-type: none"> Teacher provides information and history of design and typography. Investigate the way these tasks are/were completed now and then. Discuss appropriate use of design concepts and typefaces in layouts. Teacher provides information on computer technology and software used by graphic designers. <p>Task 2</p> <p>History of type and typography. Completion of sheet identifying layout and design, classification of typefaces and their size.</p> <ul style="list-style-type: none"> Discussion and instruction by teacher and handout identifying use of type, type styles, arrangement, readability, and technical language. <p>Task 3</p> <p>Typeface selection. Choose appropriate typefaces to complement the words and their meaning (the story you are trying to tell) for:</p> <ul style="list-style-type: none"> perfume bulldozer toys for kids. 	<p>Students demonstrate understanding of history of typography, layout and use of computer technology software.</p> <p>Completion of task will indicate understanding and competence in design and use of typography.</p> <p>Students demonstrate skill and understanding in choosing and using type in visual communication.</p>	<p>Observation and oral feedback during completion of class tasks and discussions.</p> <p>Annotations on and marking of students' work.</p> <p>Teacher observation and oral feedback during completion of task.</p>

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Occupational Health and Safety (OHS) in the graphics industry	<ul style="list-style-type: none"> demonstrate safe and responsible work practices to self and others identify OHS issues related to products and processes in graphics 	<ul style="list-style-type: none"> Teacher led discussion regarding: <ul style="list-style-type: none"> ergonomics monitor flicker bench heights seats artificial light environments. 	Students can recall and describe descriptions, definitions and concepts.	Oral feedback and elaboration during class discussion.
Design in graphics <ul style="list-style-type: none"> freehand design sketching issues affecting graphic design including trademarks and copyright computer-based research and design techniques 	<ul style="list-style-type: none"> develop and present graphic designs through the use of freehand sketching sketch presentation page layouts apply an understanding of issues such as trademarks and copyright in the production and reproduction of communication graphics use digital image libraries in the design of graphics use digital input devices such as scanners and digital cameras to assist in the research and development of designs 	<ul style="list-style-type: none"> Students see demonstration and receive instruction on: <ul style="list-style-type: none"> use of freehand sketching to present design ideas and mock-ups access photos from libraries, internet, photo libraries, digital camera licensing and registering with photo libraries standard paper sizes, A4 paper folds and impositions designing and drawing logos. Students will complete short class activities in these areas. <p>Task 4</p> <p>Design a 6-page A4 DL tri-fold information brochure for an international sporting event to be held in Casino. Produce by hand a mock-up of the information brochure. Paste down images, type blocks, logos and standard symbols.</p>	<p>Students demonstrate understanding and competence in the development and production of sketches and complete tasks as directed.</p> <p>Students demonstrate competencies and understanding through completion of task as outlined in the brief.</p>	<p>Teacher observation and oral feedback during completion of tasks and discussions.</p> <p>Annotations on and marking of students work and support and discussions in class.</p>

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<p>Planning and construction</p> <ul style="list-style-type: none"> the development of graphical images and presentations digital graphic design 	<ul style="list-style-type: none"> apply geometric construction techniques to the development of icons, logograms and typeface create graphics using both orthographic and pictorial drafting techniques use rendering techniques to apply tone and colour to graphic designs combine different media such as text, drawings and photos in the development of graphics identify and use appropriate software to produce graphic designs for a given situation 	<ul style="list-style-type: none"> Students revise geometric construction techniques. Students revise development and triangulation techniques. Students produce drawings of logos and pictograms from instructional sheets. Students produce developments of packaging with positionals for logos and other important inclusions. Students will complete short class activities in these areas. <p>Task 5 Design and present company name and corporate logo for a sportswear/sports equipment company.</p> <p>Task 6: Press ad Composition presentation press ad for the international sporting event depicting you the student participating in a targeted sport at world level. Task includes a digital image or scanned image of student and this image is then deep etched (cut out) and placed into an existing photograph, with a caption.</p>	<p>Students demonstrate understanding and competence in the development and production of sketches and completion of accurate drawings.</p> <p>Students demonstrate understanding and competence in the development and production of sketches and completion of accurate drawings.</p> <p>Students demonstrate understanding and competence in the development and use of technology and manipulation of images and completion of task.</p>	<p>Annotations on and marking of students work and support and discussions in class.</p> <p>Annotations on and marking of students work and support and discussions in class.</p> <p>Annotations on and marking of students work and support and discussions in class.</p>



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		<p>Weeks 9 and 10</p> <p>Module assessment task</p> <p>Sketch a design for a box shape for a range of sporting shoes. Two designs are to be presented.</p> <p>The box is to be of a conventional shoebox size that will stack with other manufacturers' shoeboxes in transit and in storage.</p> <p>Design the box so that when the box is opened the shoe can be positioned for display.</p> <p>Packaging design should include a logo and/or typography, a brand name, photograph or illustration, product colour identity and other necessary inclusions, e.g. barcode, manufacturer, size, style etc, and blurb about the company.</p> <p>Students will submit for assessment:</p> <ul style="list-style-type: none">• freehand pictorial sketches of each box• layout of one box• mock-up of one box. <p>Students are encouraged to use the corporate design developed in Task 5.</p>		