

Approaches to Learning and Teaching – The Arts (Visual Communication) Level 6

The Arts Standard	
Dimension: Creating and making	When using Visual Communication to implement standards for the Arts, teachers could develop learning activities that allow students to:
...within and across areas of specialisation, students... create and make arts works devised from a range of stimuli, demonstrating development of a personal style.	<p>develop a personal style in art making demonstrated through:</p> <ul style="list-style-type: none"> • responding to briefs representative of the three fields of practice, Communication, Product and Environmental Design • responding to briefs that require working with information from a wide variety of sources for ideas • developing their own interpretive skills, working at an abstract level of thinking and conceptualizing to develop their own strategies for designing layouts relative to chosen presentation formats • developing their own sense of style and aesthetic values when developing, refining and presenting visual communications • developing an understanding of conventions and standards of technical, architectural and orthogonal drawing. • experimenting with mixed media for both two and three dimensional applications • developing their own drawing and rendering abilities when drawing from observation, generating freehand concepts and refining presentations, using personalized illustration techniques. • developing a confidence to apply conventions where appropriate, and adapt them if appropriate, to meet specific communication needs.
(Students) vary the content, structure and form of their arts works to suit purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.	<p>in print-making and photography (etc.):</p> <ul style="list-style-type: none"> • when presented with a design brief, implement a design process that considers the most appropriate strategy to research, generate ideas, experiment with media materials and methods (of production) to best deliver the final visual solution • build a working knowledge of ICT and gradually feel more confident to mix a range of media, methods and materials to extend the potential of the proposed design solution, using ICT such as computers • when presented with a communication need, develop the ability to incorporate the purpose of the communication into the design process • recognise and identify the requirements of the targeted audience; develop ideas through a design process to impact effectively on that audience • demonstrate consideration towards any conventions requiring observation and an ability to determine how to incorporate these conventions into the presentation of the visual information, embedding their emerging personal style into the final presentation Be aware that the brief may require a specific style be incorporated into the solution, which they are required to observe • demonstrate the ability to work at building technical competence in using skills and techniques, relevant to the direction established in the design process • be prepared to refine their skills and knowledge to improve technical competence in a range of media and methods.
(Students) manipulate arts elements, principles and/or conventions to effectively realize their ideas represent their observations and communicate their interpretations of issues and concepts.	<p>focus on set tasks on how to:</p> <ul style="list-style-type: none"> • resolve a visual communication need. These can include visual solutions placed on a range of presentation formats which could be two and three dimensional static surfaces, models or interactive visual communications • learn to use technologies related to methods of production and expand their knowledge of a wider range of media and related materials • learn to implement the generation and development of design options, using design elements and principles to create an expressive quality to their visual solutions • develop strategies to conceive imaginative solutions to set tasks.
Ideas for assessment tasks	
<ul style="list-style-type: none"> • interpret information and research from a variety of sources for inspiration and idea generation • explore a range of ideas using design elements and principals • explore a wide variety of media, materials and techniques to support the design process • use a design process to develop visual solutions to resolve a visual communication need • methodically or consistently use a sketchbook, visual diary or design folio to document, evaluate and support the design process • refine presentations by trialing design principals with consideration of the intended audience. 	

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The Arts Standard	
Dimension: Exploring and responding	When using Visual Communication to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Students) describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and... refer to specific examples	<ul style="list-style-type: none"> draw on examples of current designers and their different approaches during the research process into a given brief, using annotations to clarify the ideas, and identifying strategies used in delivering visual messages and placement of imagery and text to best deliver that message listen to professional designers speak, or watch videos that detail the practices and approaches to resolving the communication need/s contained in the brief develop an awareness of current design issues related to quality of life issues. These could involve written or design driven tasks, and could focus on how new trends in design can contribute to improve social issues such as poverty, depletion of fossil fuels, or urban or rural living pressures.
(Students) observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of works created by a range of artists...	<p><i>Artists and designers listed are suggestions only. Teachers must make specific selections with consideration to appropriate access by students.</i></p> <ul style="list-style-type: none"> critique poster design examples focusing on stylistic, technical, expressive and aesthetic features of promotional posters produced before and after the introduction of ICT driven print production. <p><i>Early examples include European Posters produced through lithograph techniques. The anonymous protest posters produced by Russian citizens may also be a rich source for investigation. Alternative posters for analysis and interpretation may be sourced in local street bill posters. Examples of designers who have incorporated ICT within the last 20 years that reflect a contemporary representation of poster design include designers from Cornwell Design, Andrew Hoyne, Branson & MacKay.</i></p> <ul style="list-style-type: none"> interpret and describe the work of other designers which could involve commenting on strategies used to engage the audience and maintain interest analyse how effective strategies were relative to the targeted audience interpret the visual messages projected to a specific audience related to the incorporation of stylistic, technical, expressive and aesthetic features.
Ideas for assessment tasks	
<ul style="list-style-type: none"> discuss the analysis and evaluation of a variety of visual communications in relation to specific audiences analyse visual communications of contemporary and historical designers written tasks that focus on the evaluation of the effectiveness of visual communications annotate where appropriate throughout the design process appropriately use of design terminology. 	

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Interweaving other domains with Visual Communication – Level 6

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 6, links between The Arts – Visual Communication and domains in the Physical, Personal and Social Learning strand that can be used to enhance student learning include:</p> <p>Personal learning (standard, The individual learner) <i>Students identify the ethical frameworks that underpin their own and others’ beliefs and values ...</i></p> <p>For example, in visual communication classes, students might review the ethics of the advertising industry when planning and designing an advertising campaign to a specific target audience. The review could be used as the basis of discussion about (contentious) approaches seen on television or billboards to deliver an underpinning visual message.</p> <p>Personal learning (standard, Managing personal learning) <i>Students review and modify the criteria they use to check that their work is relevant and accurate and meets the task objectives, and make appropriate changes using these criteria.</i></p> <p>For example, in visual communication classes, students might learn to identify demands within a complex task and devise strategies to deal with such demands. This may mean they refine their design process to partition stages which allow for unanticipated delays in concept development or technical issues requiring resolution.</p> <p>Civics and Citizenship (standard, Community engagement) <i>They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it.</i></p> <p>For example, in a visual communication class, students could devise a visual action campaign using a number of presentation formats to raise community awareness about an issue or use the design process to generate a visual solution that demonstrates a particular point of view to project perceptive aesthetic reflections on an issue to the general public or a specific interest group.</p>
Discipline-based Learning	<p>At Level 6, links between The Arts – Visual Communication and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English (standard, Reading) <i>Students read, view, analyse, critique and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. For example, in visual communication classes might</i></p> <ul style="list-style-type: none"> • read (decode) and interpret (encode) print and non print texts, to gain insight when developing direction to resolve a brief • investigate ways specific communications such as newspapers (diagrams that enhance the meaning behind the body of text), tabloids formatting (grid layouts) (photographic essays that record and increase audience understanding of an event), storytelling (book illustration), magazine articles use language for specific purposes and carry with it styles that reflect that presentation format • conceive, compose, revise and edit text to control linguistic structures and influence audiences on visual communications. Examples include posters and brochures; additional technical data on an animated presentation pitch for a new building. A copy writer is the specialist practitioner sometimes engaged by designers to ‘sculpt’ specialist text demands. <p>English (standard, Speaking and listening) <i>Students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations.</i></p> <p>For example, in visual communication classes, students could speak and listen within a group or deal with a client or teacher to advance a working knowledge of the task, including audience characteristics, purpose and the context in which the communication is to be placed or function to gain insight to understand a communication need or to advance thinking on a particular aspect of a design issue</p> <ul style="list-style-type: none"> • write, read, speak and listen to specific design language being used within the class room or by professional designers when operating in their professional practice. Develop the ability to adapt this language when speaking with a client who may not be as au fait with specifics of design language. Adapt language that may be specific to the type of communication being conveyed to a special interest audience • select letterform to assist the reader to more readily engage more readily in the reading process, letterform to enhance the message the text/article/advertisement contains) • use design principles such as hierarchy, scale, balance, crop and design elements of shape, colour and letterform (font style /kerning/leading) to alter or assist in the interpretation of the message delivered in written communication • investigate functions of language to place the correct ‘bridge’ of meaning, such as use of metaphor, symbolism, humour, shock.

Strand	Domain
Interdisciplinary Learning	<p>At Level 6, links between The Arts – Visual Communication and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p>Thinking Processes (standard, Reasoning, process and inquiry) <i>Students discriminate in the way they use a variety of sources. They generate questions that explore perspectives. They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions.</i></p> <p>For example, in visual communication classes, students might implement a design process, discriminating in the way they use a variety of sources to probe viewpoints and perspectives. As they process and synthesize complex information to develop a visual communication they use a range of strategies to analyse options, determine directions and discard less relevant or effective concepts.</p> <p>Thinking Processes (standard, Creativity) <i>Students experiment with innovative possibilities within the parameters of a task.</i></p> <p>For example, in a visual communication class, students employ problem-solving methodologies in a creative and technical sense, and learn to refine decisions made, using activities which consider and resolve complex variables. They learn to recognise creativity as a product of innovative thinking and recognize that creativity can be nurtured through experimentation, risk-taking and practice.</p>