

GRD10: Graphic Design – Logo Design

Achievement Standard: By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

In Year 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Logos are a part of our everyday lives. They represent a brand and their story to the world while also influencing our buying decisions, whether we realize it or not. A good logo provides an instant memory of your brand into a customer's mind. Simple shapes and colors are the easiest things for people to process, and they're so much easier to memorize than words.

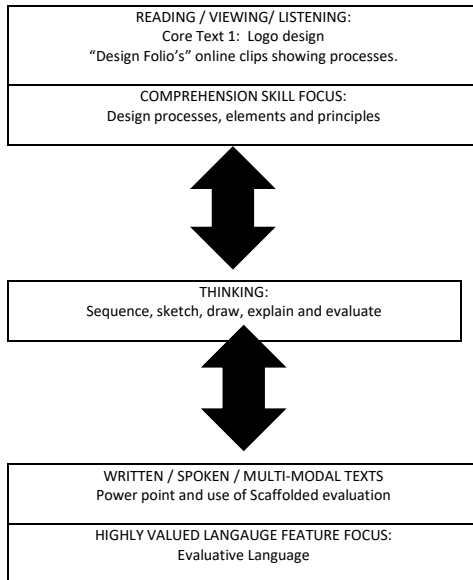
Assessment:

- 5 Days to complete task
- **Open Book Test- Respond to unseen design stimulus**
- **Evaluation/Appraisal - 200 words**
- **Annotated preliminary sketches and drawings**
- **4 A4 Pages**



Standard Elaborations - Proficiency Scale

	Knowledge and Understanding	Process and Production Skills Evaluating
3	Evaluation of the features of technologies and their appropriateness for purpose for one or more of the technologies contexts when producing designed solutions for identified needs or opportunities	Use of detailed criteria for success to make an evaluation of: <ul style="list-style-type: none"> - their ideas - designed solutions - processes
2	<p><i>Recognise or recall technical vocabulary:</i> Cognitive Verbs Sketch – execute a drawing or painting in simple form Appraise – evaluate the worth, significance or state of something Critique – review in a detailed, analytical and critical way Create – produce or evolve from one's own thought or imagination Design – produce a plan, simulation, model or similar</p> <p><i>Recognise or recall technical information:</i> You have been chosen to create a logo design for a specified market that will make an impact on the chosen company. Your audience is consumers/ business management. In terms of your relationship with your audience: <ul style="list-style-type: none"> • Distance: Different countries with different languages and cultures. • Power: They have the power to accept or reject your logo. Make it attractive and effective. Values: Environmentally conscious.</p> <p><i>Perform basic process such as:</i> <input type="checkbox"/> Use a Design Folio and process</p>	<p><i>Recognise or recall vocabulary:</i> Explain, evaluate, evaluative language, designed solutions, processes, judge, criteria, functionality, aesthetics, design, sustainability [add more if needed]</p> <p><i>Perform basic process such as:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> identify features of a logo which match design criteria <input type="checkbox"/> explain the degree of success of the final product in terms of the criteria and finishing <input type="checkbox"/> explain future improvements to your process and final product <input type="checkbox"/> communicate ideas in complete sentences and/or appropriate graphical representations



Design Folio includes:

Investigation: Examine existing products similar to the requirements for this design problem. Consider the specific requirements of the brief in terms of the user requirements. Consider visual components in elements of design relating to infographics such as colour, form, shape, line, space, texture, tone, etc. Consider application, arrangement and manipulation of principles of design relating to infographics such as alignment, balance, contrast, harmony, hierarchy, proximity, repetition, scale, etc.

Research and evaluate existing designs of logos. Produce sketches/pictures supported by notes describing the products tools in terms of their meeting/ not meeting the user requirements

Development of original concepts and designs. Present at least 3 possible sketches of your own design solution. Support these sketches by notes that describe and evaluate your design ideas and decisions. Justify your design decisions with annotations

Present final concept and design. Present final sketch/sketches of your chosen design showing evidence of refinement from task 3 above. Justify your decisions.

Produce graphical products.

Manage the production of the graphical representations. Use project/time management (write a checklist of what you have to achieve each week to meet your deadlines) to complete all tasks

Produce a logo design.

Evaluation (300 words). Evaluate your final logo design. Justify your design ideas. Highlight strengths of your design and suggest changes that would address any perceived weaknesses of the design.

Guaranteed Vocabulary:	Design Question Three Strategy	Design Question Four Strategy	21 st Century Skill:
<p><i>Technical shapes (e.g., ellipse, pentagon, etc.), Points, Attributes, Layers (paint, vector and canvas), Shade and Tint, Complimentary and analogous colours</i></p>	<p><u>Practice and deepen understanding of new knowledge?</u></p> <ul style="list-style-type: none"> Guided student practice (rehearsing, reviewing, contrasting) Review and revision activities 	<p><u>What will I do to help students generate and test hypotheses about new knowledge?</u></p> <ul style="list-style-type: none"> Real-world problem Individual design solution Justification of design solution – recommendations for change 	<ul style="list-style-type: none"> <input type="checkbox"/> collaboration <input checked="" type="checkbox"/> knowledge construction <input type="checkbox"/> self-regulation <input checked="" type="checkbox"/> real-world problem-solving and innovation <input checked="" type="checkbox"/> use of ICT for learning <input type="checkbox"/> skilled communication
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy:	Cognitive Verbs:	ICT to Enhance Learning:
<p>Communication skills to:</p> <ul style="list-style-type: none"> communicate ideas with peers and supervisors read and write basic procedural instructions <p>literacy skills to:</p> <ul style="list-style-type: none"> interpret plans and working drawings 	<ul style="list-style-type: none"> Discussion of new vocabulary Recording of new vocabulary and its meaning Synthesis: reading information →recording main ideas →summarise 	<ul style="list-style-type: none"> Evaluate: Using correct spelling, punctuation, grammar Judging/ evaluating Creating/ composing/ devising 	<ul style="list-style-type: none"> Using shortcuts to speed up process Engaging with ICT to research existing design ideas

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Goals – Students will know and/or be able to
Knowledge and understanding	<ul style="list-style-type: none"> Design concepts across a range of technologies contexts 	<ul style="list-style-type: none"> The meaning of appropriate technical terminology e.g. processes and shapes/forms
		<ul style="list-style-type: none"> The rule of thirds
Process and production Skills	<ul style="list-style-type: none"> Generating, developing and communicating design ideas 	<ul style="list-style-type: none"> Colour theory e.g. Complimentary and analogous colours
	<ul style="list-style-type: none"> Generating, developing and communicating design ideas 	<ul style="list-style-type: none"> Record (written) the generation and development of design ideas for an intended audience including justification of decisions
	<ul style="list-style-type: none"> Producing (making) designed solutions 	<ul style="list-style-type: none"> Use materials, equipment and techniques to sketch and draw
	<ul style="list-style-type: none"> Planning and managing design projects 	<ul style="list-style-type: none"> Identify appropriate techniques and procedures when using CAD
	<ul style="list-style-type: none"> Evaluating processes and designed solutions 	<ul style="list-style-type: none"> Evaluate production processes for accuracy, quality, safety and efficiency

Possible Habit of Mind: Managing Impulsivity

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Understand the meaning of Impulsivity Understand positive and negative results of impulsivity 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to: Implement simple strategies to manage impulsivity e.g. Wait time before doing. Check twice.</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p>	<p>Extending Values of the HOM By the end of this unit students will be able to:</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to: <i>Students will be able to discuss how knowledge obtained in Graphics and Design can be used to assist in the development of business enterprises in the outside world of the subject.</i></p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Comprehending texts through listening, reading and viewing <input type="checkbox"/> Composing texts through speaking, writing and creating <input type="checkbox"/> Text knowledge <input type="checkbox"/> Grammar knowledge <input checked="" type="checkbox"/> Word knowledge <input checked="" type="checkbox"/> Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT <input checked="" type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas <input checked="" type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes 	<p>Personal and social capability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding ethical concepts and issues <input checked="" type="checkbox"/> Reasoning in decision making and actions <input type="checkbox"/> Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognising culture and developing respect <input type="checkbox"/> Interacting and empathising with others
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<input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input checked="" type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input checked="" type="checkbox"/> Using measurement	<input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	<input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
Cross Curriculum Priorities:		
<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/> Sustainability
Differentiation [for small groups or individuals]:		
Students with low LLN are given modified worksheets and at time specialised instruction. Top scholar students are given modified tasks to further deepen their knowledge and understanding.		