# Design – ATAR Year 12

## Task 1 – Unit 4 **Assessment type:** Production

**Conditions**

Period allowed for completion of the task: 13 weeks

Due Semester 2 Term 3 Week 2

**Task weighting:** 20% of the school mark for this pair of units

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**Influential design (42 marks)**

Congratulations! You are working in the Creative Industries. You have scored a graduate position working for West Australia’s premier Design Solutions agency! However you have two jobs to complete in this timescale.

You are required to offer design solutions for two clients; Fremantle Action Group (incorporating Rethinkthelink, Occupy Fremantle, Fremantle Reform) and the City of Fremantle.

In order for you to manage these competing briefs your agent has created the theme; ‘Fremantle; Ruin or Rejuvenate’. Your design solution must take the form of two persuasive posters, one for a print and a digital release. You are required to create **two** distinct Design solutions one for each client. Your solutions must incorporate predominately Urban Landscape Photography and some typographic elements. You should experiment with Photo Montage and associated techniques.

Your final design solution will feature on both organisations’ websites alongside a full-page print advertisement in The Fremantle Herald. You must ensure you appeal to BOTH your clients groups websites AND the target audience of The Herald. You will need to analyse the audience in terms of empathy, profiling and stereotyping.

**Objective:** ‘**Fremantle; Ruin or Rejuvenate’: Design a persuasive poster that influences opinion and attitudes**

Ensure you appeal to the TWO target audiences in your creative approach. You must have a selection of at least 6 images for each client, 12 in total.

Persuasive Techniques that must be utilised include; Humour, Shock, Metaphor and Emotion.

Don’t restrict yourself to literal interpretation; feel free to branch your design ideas out into a creative array of images featuring people, places, interpretations of feelings or emotions and/or original artworks that may be conceptually related to the brief.

Your final design solutions and the design process you applied will be compiled in a design portfolio.

## Task description

1. You will conduct research, collecting information and visual material related to your magazine. To do this, you will need to:

* interpret the design brief
* define and understand your target audience so you can effectively apply semiotics, codes and conventions relevant to design
* explore design principles relevant to the task: form follows function
* collect and analyse existing visual images and information on magazine design.

1. You will investigate and plan for suitable design solutions. To do this, you will need to:

* apply a design process and consider a commercial design process
* investigate a successful communication model relevant to the design brief
* understand the cultural values, ideologies and belief systems that are important to society and individuals
* recognise the influences of theories and media forms on all stakeholders
* experiment with the application of type and colour relevant to your chosen theme, content and target audience.

1. You will apply ideation techniques to generate suitable designs by:

* exploring various design methods to generate possible design solutions: visual research, idea generation techniques, synectics, mind maps, brainstorming
* applying inquiry processes to formulate specific meaning in your design work, including investigation of currently available materials and technologies
* analysing and evaluating appropriate strategies for communication to your intended audience: shock tactics, humour, metaphor and emotion
* experimenting with the characteristics and application of design elements and principles, possibly including Gestalt design principles, colour theory, layout principles and visual hierarchy.

1. You will need to develop and refine your design solutions by:

* creating visuals/layouts to document your visual development to reflect progressive resolution of design problems and thinking
* planning for production by considering costs and constraints, sustainability and life-cycle costing
* considering possible future trends when selecting suitable production processes and specific production materials and/or technologies appropriate to the design brief
* applying skills relevant to the production
* conducting critical reflective analysis to devise and evaluate solutions to design problems and to refine production processes and methods
* understanding occupational safety and health (OSH) concepts and their impact in design.

**NOTE:** You will be marked against the eight criteria listed in the attached marking key.

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| **Requirements for assessment** | **Due date** |
| * Design portfolio: documentation of a comprehensive design process for a commercial design brief, including final design solutions (up to seven A3 portfolio pages) |  |

# Marking key for sample assessment task 1 — Unit 3

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| --- | --- | --- | --- |
| **Description** | | **Marks** | |
| **Application of planning**  (Evidence of use of organisation and planning) | | | | |
| Comprehensive planning relevant to context is evident to an excellent and thorough standard | | 5 | | |
| Consistent planning relevant to context is evident to a high standard | | 4 | | |
| Planning relevant to context is evident to a competent standard | | 3 | | |
| Planning is evident to a basic standard | | 2 | | |
| Only cursory evidence of planning | | 1 | | |
| No evidence of planning | | 0 | | |
| **Total** | | **/5** | | |
| **Application of skills, techniques and procedures**  (Evidence of competence in skills, techniques and procedures for production) | | | | |
| Extensive, detailed and successful use of skills, techniques and procedures suited to the task | | 5 | | |
| Employs a broad range of skills, techniques and procedures, suited to the task | | 4 | | |
| Employs a consistent range of skills, techniques and procedures, generally suited to the task | | 3 | | |
| Employs a moderate range of skills, techniques and procedures, some of which are unsuitable to the task | | 2 | | |
| Employs a limited range of skills, techniques and procedures, largely unsuitable to the task | | 1 | | |
| No evidence of the use of skills, techniques and procedures | | 0 | | |
| **Total** | | **/5** | | |
| **Experimentation and critical reflection**  (Evidence of experimentation, choice of design solutions and critical reflection) | | | | |
| Meticulous and sophisticated experimentation and deliberate choice of possible design solutions, with discerning critical reflection | | 6 | | |
| Extensive and detailed experimentation and considered choice of possible design solutions, with thoughtful critical reflection | | 5 | | |
| Consistent experimentation and choice of possible design solutions, with relevant critical reflection | | 4 | | |
| Experimentation and choice of possible design solutions, with some critical reflection | | 3 | | |
| Some experimentation and choice of possible design solutions, with some reflection | | 2 | | |
| Limited experimentation and choice of possible solutions, with minimal evidence of reflection | | 1 | | |
| No experimentation or reflection of design solutions | | 0 | | |
| **Total** | | **/6** | | |
| **Analysis**  (Evidence of use of analysis, clear thinking and sound reasoning) | | | | |
| Sophisticated and thorough analysis of relevant information | | 5 | | |
| Well-analysed and detailed consideration of relevant information | | 4 | | |
| Clear analysis of information | | 3 | | |
| Simple analysis, mainly relying on supplied information | | 2 | | |
| Minimal analysis and engagement with information | | 1 | | |
| No evidence of analysis and engagement with information | | 0 | | |
| **Total** | | **/5** | | |
| **Originality**  (Evidence of innovation and originality) | | |
| Sophisticated ideas are used to produce uniquely original and highly innovative design solutions | 5 | |
| Designs produced are original and innovative | 4 | |
| Designs produced display some originality and innovation | 3 | |
| Produces designs with little innovation | 2 | |
| Produces simple designs, relying heavily on pre-existing designs | 1 | |
| No evidence of originality or innovation | 0 | |
| **Total** | **/5** | |
| **Description** | | **Marks** | |
| **Design elements and principles**  (Evidence of effective selection and application of design elements and principles) | | | | |
| Demonstrates discernment in selecting and applying relevant design elements and principles | 5 | | | |
| Applies design elements and principles selectively and effectively | 4 | | | |
| Applies design elements and principles in a competent manner | 3 | | | |
| Applies design elements and principles inconsistently | 2 | | | |
| Displays minimal application of design elements and principles | 1 | | | |
| Displays no evidence of the application of design elements and principles | 0 | | | |
| **Total** | **/5** | | | |
| **Design process**  (Evidence of competence in use of design process; idea generation/ideation, design development, refinement, production and evaluation) | | | | |
| Demonstrates a coherent and sophisticated use of an appropriate design process | 5 | | | |
| Demonstrates a clear and proficient use of an appropriate design process | 4 | | | |
| Demonstrates competent use of an appropriate design process | 3 | | | |
| Uses a design process | 2 | | | |
| Minimal evidence of the use of a design process | 1 | | | |
| No attempt to use a design process | 0 | | | |
| **Total** | **/5** | | | |
| **Communication and visual literacies**  (Ability to respond to a brief and construct a design solution that conveys a message to the intended audience) | | | | |
| Responds to a brief with an articulate and highly effective communicative work, conveying an engaging message to the intended audience | 6 | | | |
| Responds to a brief with a coherent and effective communicative work that conveys a clear message to the intended audience | 5 | | | |
| Responds to a brief with an appropriate communicative work that conveys a message to the intended audience | 4 | | | |
| Responds to a brief and appropriately communicates to the intended audience | 3 | | | |
| Responds to aspects of a brief and communication to the intended audience is limited | 2 | | | |
| Responds to aspects of a brief and communication to the intended audience is inappropriate | 1 | | | |
| No evidence of response to a brief or communication to the intended audience | 0 | | | |
| **Total** | **/6** | | | |
| **Overall total** | **/42** | | | |
| **TASK WEIGHTING: Convert to 20% of practical mark** | **/20%** | | | |