

Vocationally based Unit of Work

Introduction

This assignment is based on Vet for VCAL Industry Specific Skills, **CUFMEM14A: Create, manipulate and incorporate 2D graphics**. This course can be delivered within a 4 week duration with 3 periods a week.

I would like to specially thank Peter Fotherinham, (Monivae College, Hamilton) for his help and direction for this unit of work. Monivae College is a secondary school which also delivers CUF20601: Certificate II in Multimedia and CUF30601: Certificate III in Multimedia. Peter is head teacher of graphics and multimedia training.

The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment.

Curriculum selected for the learning program should also provide a range of experiences within a particular industry sector to assist students to make informed decisions for future pathway choices and to promote the student's employability skills.

VCAA (2007).

References

- Fotherinham, P (2007). *Certificate II Multimedia, Unit of Competence 4*. Monivae College, Hamilton.
- Illustrator tutorials Retrieved July 11, 2007. <http://www.ergodraw.com/> & <http://www.ndesign-studio.com/resources/tutorials/>
- NTIS (2007). National Training Information Service. *CUFMEM14A: Create, manipulate and incorporate 2D graphics*. Retrieved September 11, 2007. <http://www.ntis.gov.au/?/trainingpackage/CUF01/unit/CUFMEM14A>
- Templeton, B. (2007). *10 Big Myths about copyright explained*. Retrieved September 11, 2007. <http://www.templetons.com/brad/copymyths.html>
- VCAA (2007). *Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand*. Retrieved September 11, 2007. <http://www.vcaa.vic.edu.au/vcal/Publications/Publications/index.html>
- VCAA (2003). *Visual Communication and Design, Victorian Certificate of Education Study Design Victorian Curriculum and Assessment Authority 2003*. Victorian Curriculum and Assessment Authority, Melbourne. P. 35-38.

Conclusion

As we know students learn at different speeds and are absent from school for a variety of reasons, so this unit of work is quite flexible. I like the idea of having half of the 12 periods devoted purely to students learning, experimenting and having fun creating. (Lessons 5 -11.) Even if students have had little or no exposure to a vector based computer programs, I have made available a wealth of tutorials for students. Some are printed out e.g. Glassy Buttons, 3D Logo, iTunes Icon and Cartoon Clouds. The step by step instructions will quickly build confidence in a novice student.

The CD Project will have evidence of student's work. This is a reinforcement of the students competency within this unit along with their folio of backup design and sketches. Students will be able to add other images and files to this CD, as they complete other units in Certificate II in Multimedia. On completion of the course students can use this CD as a CV to apply to the industry for work, or further education like TAFE or university.



Vocationally based Unit of Work

Lesson Plan 1

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes

Title of the Lesson/Activity:
Theory

Intended Learning Outcomes:

- 1.1 Use the correct terminology for digital imaging within a specified context.
- 1.3 Identify current Vector and bitmapped graphic editing software programs and the properties of Vector and bitmapped images

Teaching Strategies:

- Introduction to new unit. Hand out Student Resource sheets. Talk about requirements and unit objectives.
- Do a presentation of students work from last year
- Talk about what computer programs will be used.
- Break students into 2 groups. One team is the Vector group, the other team the bitmaps group. Give students a few minutes to read about Vector and Bitmaps. Have a debate for the pros and cons for each team.

Resources, Material and Organisation:

- Hand out Student Resource sheets.

Assessment is essential knowledge of:

- Graphic design conventions.
- Graphic and stylistic language and conventions.
(Observe that all students have an understanding of the difference between the two file types during the debate and correct terminology).

Lesson Plan 2

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes

Title of the Lesson/Activity:
Task 1: Bitmap Imaging

Intended Learning Outcomes:

- 1.2 Use a range of graphic file formats, file management and transfer systems for storing, arriving, importing, exporting and transferring digital images as electronic files
- 1.5 Operate scanning devices to convert contiguous tone or line image to digitised data with attention to tonal detail, half tones and image correction.

Teaching Strategies:

- Do a demonstration on the computer. Making sure to show students the requirements of the above 'intended learning outcomes'.
- Refer students to their Student Resource "Copyright Explained" (pages 6-9), students need to comply with copyright legislation.
- Students may find images on CorelDraw CD. These are royalty and copyright free.
- Remind students to save all files for evidence in their folio.
- Assist students as needed, redemonstrate outcomes as required.

Resources, Material and Organisation:

- Book computer lab.
- Students need to make sure they fulfil the requirements in their Student Resource sheets (*page 2 Task 1: Bitmap Imaging*).
- Copy CorelDraw CD's (Clipart and Photos) onto server for student access.

Assessment is essential knowledge of:

- Collecting and interpreting creative information, scripts (text) and images.
- Information management.
- Copyright laws, regulations and clearance procedures.
(Observe that all students are on target to the requirements. Saving all files in folio).



Vocationally based Unit of Work

Lesson Plan 3

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes

Title of the Lesson/Activity:

Task 2: Vector

Intended Learning Outcomes:

- 1.4 Convert bitmapped to Vector and vice versa as required for particular jobs.

Teaching Strategies:

- Do a demonstration on the computer. Making sure to show students the requirements of the above 'intended learning outcomes'.
- Remind students to save all files for evidence in their folio.
- Assist students as needed, redemonstrate outcomes as required.

Resources, Material and Organisation:

- Book computer lab
- Students need to make sure they fulfil the requirements in their Student Resource sheets (page 2 **Task 2: Vector**).

Assessment is essential knowledge of:

- File formats, file management and transfer systems.
- (Observe that all students are on target to the requirements. Saving all files in folio).

Lesson Plan 4

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes

Title of the Lesson/Activity:

Task 3: 2D graphics pre-production

Intended Learning Outcomes:

- 3.1 Assess design brief for the appropriate digital imaging solution

Teaching Strategies:

- Introduce the design brief - CD Project. (page 3 **CD-ROM Project**)
- Students need to design a series of concepts ideas for a simple interface.
- Students need pens, pencils and paper. This information will go into their journal as proof of concept, interpretation. Mock-ups are to be assessed by teacher before students go onto the next task.
- Discuss Student Resource sheets (page 4-5 **Design elements & Design principles**). Students need to apply some of these techniques to their concepts and mock-ups.

Resources, Material and Organisation:

- Students need pens, pencils, paper and journal.

Assessment is essential knowledge of:

- Students concepts and mock-ups will need to prove that they have an understanding of the design brief.
- Understand the creative elements of a production.
- The principles of digital imaging.
- Principles of 2D multimedia graphic design.



Vocationally based Unit of Work

Lesson Plan 5-7

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes x 3 periods

Title of the Lesson/Activity:

Task 4: 2D graphic production (experiment)

Intended Learning Outcomes:

- 3.2 Create graphics applying principles of visual design using the designated software to product bitmapped or Vector graphics and digital artwork.
- 3.3 Use 2D digital artwork techniques including the correct use of painting, editing and pallets.
- 3.4 Create digital collages and montages by adjusting image mode and resolution, modifying image using filters and selecting the correct colour mode for output.
- 3.5 Edit, enhance and amend graphic designs using accurate selection techniques, special effects, cropping and resizing of images, and save using the designated software.

Teaching Strategies:

- Handout tutorial sheets, or students can open the .pdf file on the computer. View the tutorials or print them off themselves.
- Tutorials are the 'how to' create graphics using Adobe Illustrator. I do not expect students to do them all.
- This is when students can really start to explore the potential behind the vector computer program.

Resources, Material and Organisation:

- Book computer lab
- Tutorial Handouts (Please note I have only printed off only a few as indicated).

Assessment is essential knowledge of:

- Application of different graphic design methods

Below is a list of the tutorials I have produced. To be environmentally friendly and save paper, student can open the .pdf files and follow the instructions on the computer. (Please view CD for tutorial files).

Name
3D Graphs For Your Presentations
3D Graphs For Your Presentations (final image)
3D Logo (See Handout Sheet)
3D Logo (final image)
3D Vase With 3D Revolve
3D Vase With 3D Revolve (final image)
Abstract Background
Abstract Background (final image)
Adobe Bridge Icon
Adobe Bridge Icon (final image)
cartoonclouds (See Handout Sheet)
Christmas Hat
Christmas Hat (final image)
Christmas Tree
Christmas Tree (final image)
Comic Style Brush Strokes
Create 3D Fruit Bowl
Create 3D Fruit Bowl (final image)
Custom Libraries Illustrator Template
custom_libraries
Draw Chinese Bamboo Using Symbol Sprayer
Draw Chinese Bamboo Using Symbol Sprayer (...)
Glassy Buttons (See Handout Sheet)
Glassy Buttons (final image)
Gradient Mesh Adobe Illustrator Tutorial
How to Trace people
How to Trace people (final image)
Illustrator CS2 Splash Page
Illustrator CS2 Splash Page (final image)
iTunes Icon (See Handout Sheet)
iTunes Icon (final image)
Making A Planet
Photoshop CS2 Splash Page
Photoshop CS2 Splash Page (final image)
Stamp Image
Stamp Image (final image)
Stylish Vector Flower
Trendy Ad with Envelope Distort Tool
Trendy Ad with Envelope Distort Tool (final ima...
Comic Style Brush Strokes (final image)
Stylish Vector Flower (final image)





Lesson Plan 8-11

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes x 3 periods

Title of the Lesson/Activity:
CD Creation

Intended Learning Outcomes:

- 3.7 Integrate elements of visual design into a designated multimedia sequence.
- 3.8 Test and run graphics as part of a multimedia presentation.
- 3.9 Present designs in the appropriate format.
- The CD Project is a reinforcement to student competencies:
 - Communicating ideas and information
 - Collecting analysing and organising information
 - Planning and organising activities
 - Working with others and in teams
 - Using mathematical ideas and techniques
 - Solving problems
 - Using technology NTIS (2007).

Teaching Strategies:

- Revisit CD Project design brief, remind students of the final CD outcome and requirements.
- If students need to have started the CD Project by lesson 8.
- The previous lessons would have taught students how to create vector images. Lessons 8-11 students create their own design and produce a CD.

Resources, Material and Organisation:

- Students need to make sure they fulfil the requirements in their Student Resource sheets (page 3 **CD-ROM Project**).
- Students need to have completed CD Project and Folio for final assessment by lesson 11.

Assessment is essential knowledge of:

- Visualisation and interpreting creative information, scripts (text) and images.
- Visualisation and interpretation of creative concepts.

Lesson Plan 12

Topic: CUFMEM14A: Create, manipulate and incorporate 2D graphics

Duration: 50 minutes

Title of the Lesson/Activity:
Task 5: Graphic post production

Intended Learning Outcomes:

- 3.6 Evaluate images for creative, dramatic and technical quality, and file size, and suitability to meet the brief

Teaching Strategies:

- This can be a catch up lesson for those student who have not completed required work.
- Class discussion and presentation of students work.

Resources, Material and Organisation:

- Check student's evaluation sheets (page 10 Student Resource). That everything is signed off.
- If students are going to do the VCE exam, students need more than just competency. Teacher needs to comment and grade student work for VCE standards also.

Assessment is essential knowledge of:

- Presentation techniques.



CUFMEM14A: Create, manipulate & incorporate 2D graphics



Student Name:

School:

Competency Element	Performance criteria	Initial	Date
1. Work with digital imaging	1.1 Use the correct terminology for digital imaging within a specified context		
	1.2 Use a range of graphic file formats, file management and transfer systems for storing, arriving, importing, exporting and transferring digital images as electronic files		
	1.3 Identify current Vector and bitmapped graphic editing software programs and the properties of Vector and bitmapped images		
	1.4 Convert bitmapped to Vector and vice versa as required for particular jobs		
	1.5 Operate scanning devices to convert contiguous tone or line image to digitised data with attention to tonal detail, half tones and image correction		
2. Use 2D multimedia graphics software	2.1 Assess and select appropriate 2D software for the required medium		
	2.2 Use selected graphics software and all tools and features of the program		
	2.3 Edit and manipulate graphics using all tools and features of the program		
	2.4 Save and retrieve graphics using the designated file formats		
3. Create 2D multimedia graphic designs	3.1 Assess design brief for the appropriate digital imaging solution		
	3.2 Create graphics applying principles of visual design using the designated software to product bitmapped or Vector graphics and digital artwork		
	3.3 Use 2D digital artwork techniques including the correct use of painting, editing and pallets		
	3.4 Create digital collages and montages by adjusting image mode and resolution, modifying image using filters and selecting the correct colour mode for output		
	3.5 Edit, enhance and amend graphic designs using accurate selection techniques, special effects, cropping and resizing of images, and save using the designated software		
	3.6 Evaluate images for creative, dramatic and technical quality, and file size, and suitability to meet the brief		
	3.7 Integrate elements of visual design into a designated multimedia sequence		
	3.8 Test and run graphics as part of a multimedia presentation		
	3.9 Present designs in the appropriate format		

Assessor:

Comments:

Date Completed:

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NTIS (2007).
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