

“Multimedia and Design are areas that offer such scope for applied learning, many non-profit organisations would welcome student projects.”

Lauri Grace (2007).

Topic

This proposal is the start of the home stretch for the year 12 students studying VCE Visual Communication & Design, Unit 4.

Area of study 1: Students will create a brief.

Area of study 2: produce development work consistent with the requirements of the brief.

Area of Study 3: In the final phase of the design process produce two distinct visual communication presentations.

VCAA (2007).

I wish to focus on Unit 4 Area of study 1

Development of a design brief that describes the communication needs of a client.

What a great opportunity for students to get a taste of the real world and produce work for real clients. Students need to find a local business or non profit organisation e.g. sports team, school or hospital. Apply the design process to produce two final visual communication presentations that satisfies a specific communication need.

Whether it be a logo/corporate stationery, a launch promotional poster, web page or some sort of advertising.

A design brief contains the communication need but in addition to that need it describes the: client, audience, specific purpose(s), context, constraints and limitations and presentation formats.

Morrison, D. (2006),

Goals, outcomes

On completion of this Unit the student should be able to prepare one brief that describes a client's communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience(s).

Key knowledge

- the communication need of a client, including constraints and expectations;
- the purpose, including the audience characteristics, of each visual communication;
- the context and presentation format of each visual communication; for example, a billboard located on a freeway, an interactive website, an A4 full colour magazine page, an architectural model for public display.

Key skills

- identify the communication need of the client;
- describe the purpose of each visual communication, including audience characteristics;
- propose possible resolutions to the brief for the production of two distinct final visual communication presentations on two presentation formats.

VCAA (2007).

Lesson Plan 1

Topic: VCE Visual Communication & Design Unit 4, Area of Study 1

Duration: 50 minutes

Title of the Lesson/Activity:

What is a design brief?

Intended Learning Outcomes:

- acknowledge 'What is a design brief'.
- understand the basic process involved in creating a design brief.
- clearly explain that students will need to interview a real business or non-profit organisation.
- students will need to develop questions to help them come up with a design brief.

Teaching Strategies:

- teacher to check student knowledge and depth of understanding of 'What is a design brief'.
- student Assessment Criteria handed out.
- powerpoint presentation of students work from last year
- break students into groups of 5 and brainstorm. Start students of with a few questions for them to discuss to get them going.
- what questions do you need to ask your client?
- what materials and resources do you need?
- what materials and resources do you think you will need from your client to work with? E.g. pictures, text, logos.

Resources, Material and Organisation:

- hand out Student Assessment Criteria sheet

Assessment:

- each group will also give a 10 - 15 minute presentation to the class outlining their findings.

Lesson Plan 2

Topic: VCE Visual Communication & Design Unit 4, Area of Study 1

Duration: 50 minutes

Title of the Lesson/Activity:

Finalise Questions

Intended Learning Outcomes:

- finalise questions to prospective client
- to gain confidence do a 10 minute mock interview
- type up a official list of questions for client
- students to have a list of 2 or 3 clients they may wish to contact.

Teaching Strategies:

- summerise last lesson, mention most common questions to remind students.
- think-pair-share, get students to pair up and do a 10 minute mock interview with each other.
- get students to decide who they might wish to contact to do design work for.
- educate student on what is a confidentiality clause is. What is required of them if they need to sign one. (e.g. information they may collect from a big franchise, it may be not to alter logos or disclose upcoming products.)

Resources, Material and Organisation:

- have a list of local non-profit organisations for student who cannot think of a business the wish to approach. A non-profit organisation will most likely accept a students offer to design for them.
- if possible scout around before the lesson to see who would appreciate student design offers.
- book computer lab for student to type up official question.

Assessment:

- check to see if student questions are finalised.

Lesson Plan 3

Topic: VCE Visual Communication & Design Unit 4, Area of Study 1

Duration: 50 minutes

Title of the Lesson/Activity:
Contact client

Intended Learning Outcomes:

- make contact with client. To get information about what they require for you to create. Most likely students will have to meet their new customer face to face.
- remember clients needs and get enough information for two promotional materials e.g. corporate stationary and posters, brochures or flyers.

Teaching Strategies:

- work out who will contact clients while in the class room.
- who will contact clients after school.
- for those students unprepared make sure they are up to date. That they will be organised to get in contact with a client after school. The next lesson students will type up their design brief.
- remind students that their is not much time. A client design brief is need quickly so more time can be spent on developing the two final presentations.

Resources, Material and Organisation:

- make sure students have questions.
- book telephone.
- have a phone book with local phone number handy.
- students will most likely have to meet the new clients after school hours to collect information. They may need a digital camera, note pad, pens etc.

Assessment:

- make sure students have contacted and get information from clients before the next lesson.

Lesson Plan 4

Topic: VCE Visual Communication & Design Unit 4, Area of Study 1

Duration: 50 minutes

Title of the Lesson/Activity:
Completed design brief

Intended Learning Outcomes:

- all briefs are finalised and presented.
- students have a clear understanding of what is required of them from their clients

Teaching Strategies:

- make sure student have fulfilled their criteria
- no format is prescribed for the brief. Formats that may be used to write the brief include:
 - a description of the content of the brief organised under sub-headings
 - a letter of request, and a structure that presents the brief in dot points.
- what was the need for which you were required to develop a solution?
- how much information did you require about the client? For example, name, address, contact information, company position, etc.
- what was the purpose of your two final presentations and how do you ensure that the purpose is met?
- in what different contexts were your final presentations to be used/placed?
- what constraints and limitations did you impose upon the development of the communication need? Was there a colour, size, weight, cost or time limit?
- what style of final presentations will you develop? Morrison (2006)

Resources, Material and Organisation:

- book Computer lab for student to type up official brief.

Assessment:

- design brief is handed in between 200 and 400 words.
- teacher to date and sign brief.

Teaching Strategies

Colin Marsh (2007) comments by providing a variety of learning activities, teachers keep not only their students stimulated but also themselves.

To engage students:

- practical questions and discussions between students
- inquiry/problem solving
- simulations and role plays
- community based research to gain client requirements
- multi media presentation of what students did last year

Duration is maximum 2 weeks. Because Unit 4 is in the last half of the Year 12's year, time cannot be wasted and is needed to produce two developed and final presentations

4 periods x 50 minutes.

Lesson 1: What is a design brief?

See lesson plan 1.

Lesson 2: Finalise questions.

See lesson plan 2.

Lesson 3: Finalise which business or organisation to do artwork for.

See lesson plan 3.

Lesson 4: Finalise design brief write up and assess.

See lesson plan 4.

Resources, materials and organisation

It is important to note what the school has available. In regards to computer access I have noticed that one school has computers in the classroom, but, in the case of another school only Year 12 may have access to some computers nearby. So a computer lab would have to be booked to accommodate the whole class.

Access to computer lab, (If not in class room)

- for students to type up official questions.
- to type up finalised design brief.
- list of non-profit organisations.
- phone book.
- book telephone so students can start. (It might be easier for student to do this in class, rather than forget about it at home.)
- powerpoint presentation of students work from last year.
- research common confidentiality clauses business have incase students need to sign one.

Assessment

Students develop of a brief that defines the communication need/s of a client, between 200 and 400 words.

Detailed and relevant information is provided in a brief about the identity of the client with a clear and thorough description of the communication need/s.

This includes audience/s characteristics, the purpose/s of the communication need/s, the context/s in which the proposed visual communications are going to be used and the constraints and expectations for the two final presentations. Presents a thorough description of how the suggested presentation formats will be explored within the design process, relative to the context/s in which the two final visual communication presentations will be delivered to the identified audience.

VCAA Bulletin (2007).

Please view Student Assessment Criteria in Appendix

The brief should refer to one client and two final presentations of visual communication.

Each of the final visual communication presentations should be discernibly different in presentation, format and intent. The difference between the two final presentations should be clearly evident in the description of each piece of visual communication in the brief.

The brief should be placed securely at the beginning of the developmental folio. The teacher is required to sign and date the brief on its completion.

VCAA Bulletin (2007).

References:

Grace, L. (2007). A written comment by Laurie on my assignment EEJ724: Analysis and audit of curriculum content.

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Marsh, C. (2004). *Becoming a teacher: understandings, skills and issues*. Frenchs Forest, NSW: Pearson Education Australia. P. g. 91, 92, 101.

Morrison, D. (2006), *The leading edge VCE Units 3 & 4 Visual Communication and Design*. Retrieved May 24, 2007 P.g. 41, 42. <http://www.hi.com.au/theleadingedge/pdf/TLEVisualComVCE.pdf>

Thompson, M. (2007). *DSO posting*. Retrieved May 25, 2007. <http://vista.deakin.edu.au>

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A big thank you to Peter Fotheringham - Visual Communication Teacher at Monivae College, Hamilton for his feedback.

Thank you to Lauri Grace for her patience and advice.

Feedback

Peter Fotheringham - Visual Communication Teacher at Monivae College.

He really liked my proposal, it is very similar to what he does with the Certificate II Multimedia students.

Peter mentioned two things. Phone calls can be the initial contact, but, they will have to meet clients in person to get information and pictures to scan.

Confidentiality clause was a good point. Depending on the size of the business, student may need to sign a clause stating that they will not change the company logo, or reveal upcoming products. Peter mentioned one student wanted to base a presentation on Monopoly and its history. Hasbro (company who owns Monopoly) was all too happy to help to supply information and logos for the student to use after he signed a confidentiality clause.

Lauri Grace - GDAL Lecturer.

Picked up on a few spelling errors.

Michelle Thompson - GDAL Student.

How could this proposal have been improved?

You may need backup "clients" for those kids who can't find a "real" one. These could even be briefs created by you, and given to other teachers, who could act as the client.

What will work well?

The mock interview idea is good. An idea: The students could be GIVEN a brief with requirements outlined. The interviewer would then ask questions, and at the end of the interview, see if the students questions have extracted all the specifications the client wants, or whether further questions need to be asked.

Also liked the idea of the teacher signing and dating handed in work, this happens at TAFE level, and is a good process for students to get used to, especially if they intend to continue in further study in VisComm.

Any other comments?

Loved your layout of the assignment! Good work.

Kevin Jess - GDAL Student.

The design brief is a relatively vague item. Brainstorming what questions to ask is a great idea. But perhaps establishing some prior learning may be advantageous. Students in Unit 2 will have designed a visual communication solution to a set task...is this a brief, not really but students started looking at identifying needs and constraints.

Unit 4 Area study 1 set up the way you have is more akin to the Reverse Brief (a practice widely used in the industry). This is where a client describes what they want, designer asks a few relevant questions such as timeframe budget and why and for who.

Then the designer goes away and writes a brief on what the client needs, the constraints (timeframe, budget, manufacturing, style), the audience etc. This then forms the 'contract of agreement between client and designer.

Perhaps an introductory activity could be to create a brief from a final outcome, never tried it myself but may be fun. example: start with a pack (can of V or a product that is relevant to the group), students define: the client, the audience, the constraints, the legal requirements, support material required (advertising, Point Of Sale)

VCE VISUAL
COMMUNICATION
& DESIGN

UNIT 4
AREA OF STUDY 1

DESIGN BRIEF

Lesson 2:

Sending students into the community to produce commercial work for nothing in my mind undersells the value of design and design as a profession. I would not expect a company (not for profit or for profit) to engage a VCE Accounting or Business student to do their accounting or bookkeeping for them? This is a bigger ethical question that has always bugged the design industry, what value do we place on design as a profession, what price do we place on design?

Not something you will answer in time for this assignment and not something the assessors would be privy to anyway just a topic for you and I over a coffee next intensive.

Assessment:

You may need to go into a little bit of jargon here, explain where you intend to use formative, diagnostic and summative forms of assessment.

May also pay to speak about how you intend to Evaluate the lesson during and on completion.

Other than these comments, some little typos in Lesson Plan 3:

Teaching Strategies, last point, second line, need becomes needed

Resources, Material(s add this in all lessons) and Organisation, last point, last line, number to numbers

Assessment, first line, delete of

Matthew Simmons - GDAL Student.

Dean the presentation of your work is always very clear and impressive. I think you have covered that stage of the course comprehensively in an engaging way.

In lesson 3, I think that you could expand on the "phone clients in class" task by having fellow students evaluate whomever is ringing a client - i.e. spoke clearly and confidently, was polite, was clear in communicating intent, etc. This may provide for students to share the experience and use it as a learning task rather than something that can be quite daunting.

In Lesson 4, I think it would benefit students if they had a list of these questions before they rang clients so that they could be sure of what they need to inquire and ask about.

Student Assessment Criteria

VCE Visual Communication & Design Unit 4, Area of Study 1

Students develop of a brief that defines the communication need/s of a client, between 200 and 400 words. Development of a brief that defines the communication needs of a client. The brief should be placed securely at the beginning of the developmental folio. The teacher is required to sign and date the brief on its completion.

	Very High	High	Medium	Low	Very Low	Comments
Detailed and relevant information is provided in a brief about the identity of the client with a clear and thorough description of the communication need/s.						
Included is the audience/s characteristics and purpose/s of the communication needs.						
Appropriate context/s in which the proposed visual communications are going to be used.						
The constraints and expectations for the two final presentations. are clearly identified.						
Student presented a thorough description of how the suggested presentation formats will be explored within the design process, relative to the context/s in which the two final visual communication presentations will be delivered to the identified audience. (Presentation format 1 & 2).						

GDAL Student Evaluation

Criteria	High	Medium	Low
Topic, duration and sequence of lessons clearly defined.			
Applied learning proposal clearly describes curriculum learning outcomes.			
Teacher has developed creative teaching strategies.			
Teacher has included effective means for collecting assessment data about students. Marsh (2007).			
Content has been critically appraised by fellow GDAL students/supervising mentor.			

How could this proposal have been improved?

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What needs work?

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What will work well?

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Any other comments?

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