



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	CAPA		COURSE	Visual Design	YEAR	12
TASK NUMBER	4	TASK NAME	Individual/Collaborative Design Project			
TASK WEIGHT	30%		MARKS AWARDED	/30		
DATE OF NOTIFICATION	May 3 2024					
DUE DATE	Term 3 week 3 (7 th August 2024)					

TASK DESCRIPTION / INSTRUCTIONS

Task Description

This assessment task provides students with opportunities to construct their own design project, in consultation with their teacher, which extends the learning undertaken in previous modules.

Students' will design work that encompass more than one field studied during the course, e.g. Graphic Design and Product Design. It should entail researching the development of the brief (including its constraints and identification of purpose), focus on at least one frame (subjective, cultural, postmodern, and structural) and include some related critical and historical studies (explore and find influence in other business models).

Students will:

- recognise the importance of intentions, research, experimentation and innovation within their design practices
- develop and refine the conceptual and material aspects of their practice through the exercise of critical reflection and judgement
- examples of design briefs could include:
 - a redesign for a ticket booth or shop integrating both exterior and graphic design
 - a uniform design incorporating an understanding of wearable and graphic design and Work Health and Safety
 - containers for demanding industrial purposes but needing ergonomic and graphic design qualities
 - adjustable furniture involving functionality and the signification of an identity, mood or location
 - integrated and manoeuvrable luggage for a particular item or mode of transport
 - a bike storage wall at a transport link
- use various expressive forms including drawing, painting, photography, film/video, 3D and computer graphics to produce plans, elevations, storyboards, architectural renderings, sample boards and multimedia presentations
- use one or more of the frames to focus investigations in making, and the critical and historical study of design. For example, students could consider:
 - **structural** elements and conventions used as a formal basis for any design, and the interaction and limits of chosen materials and techniques
 - **subjective** and emotional responses to design (eg the role of sight, touch, sound, smell and lighting), the interaction of different design elements, and passive and active design



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- **cultural** traditions in design, how precedent and conventions play a role in design and attitudes to designing, cultural models of design such as evolution, imposition, analysis and problem-solving, and design for design's sake
- **postmodern** approaches used in new design and the effect of postmodernism on how designers use designs of the past, questioning the need for a designer in design and the notion of originality in design.

Specific criteria

You are required to set up a mini visual design exhibition in the art studio which will display your work. This needs to be a combination of documents and/or items. A list of ideas must include.

1. Design brief template
2. Research, sketching and conceptualising- working in visual design diary and on a mood board.
3. Designing hand drawn logo or image
4. Digitalising the logo or image.
5. Researching the history of your concept and connecting it to a frame.
6. Creating banners with image and style.
7. Using InDesign or Illustrator or Photoshop (or a combination of all) to produce a publication such as:
 - a magazine advertisement.
 - clothing tags
 - stationary
 - flyers
 - invitations
 - posters.
8. An exhibition - all students will display their project in the Year 12 Showcase evening Term 3 Week 3.

OUTCOMES

DM4: generates images and ideas as representations/simulations

DM5: develops different techniques suited to artistic and design intentions in the making of a range of works

DM6: Takes onto account issues of WHS in the making of a range of works



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SUPPORT MATERIAL

Tech Product Design Creative Brief

Project Name

Client Background

Project Objective

Target Audience

Primary Audience

Secondary Audience

Key Consumer Benefit

Key Message

Product Description

Distribution

Product Documentation

Call to Action

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>



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MARKING CRITERIA	
Performance Descriptors	Marks/Grade
<ul style="list-style-type: none"> • A sophisticated and well resolved concept and project. • Thorough and sophisticated use of publications used to create the overall theme. Including Logos (drawn & digital), stationary as outlined and colours. • Thorough consideration of materials and attempt to make the exhibition cohesive and interactive for the audience. • Thorough sketching and conceptualising- working in visual design diary and on a mood board. 	<p>A (Extensive) 25-30</p>
<ul style="list-style-type: none"> • An extensive and well resolved concept and project. • A well-thought out choice of publications used to create the overall theme. Including Logos (drawn & digital), stationary as outlined and colours. • A well-considered use of materials and attempt to make the exhibition cohesive and interactive for the audience. • A high level of sketching and conceptualising- working in visual design diary and on a mood board. 	<p>B (High) 19-24</p>
<ul style="list-style-type: none"> • A sound concept and project. • A sound choice of publications used to create the overall theme. Including Logos (drawn & digital), stationary as outlined and colours. • Some use of materials and attempt to make the exhibition cohesive and interactive for the audience. • Some level of sketching and conceptualising- working in visual design diary and on a mood board. 	<p>C (Sound) 13-18</p>
<ul style="list-style-type: none"> • Minimal development of a concept and project. • A basic choice of publications used to create the overall theme. Including Logos (drawn & digital), stationary as outlined and colours. • Basic use of materials and attempt to make the exhibition cohesive and interactive for the audience. • A basic level of sketching and conceptualising- working in visual design diary and on a mood board. 	<p>D (Basic) 7-12</p>
<ul style="list-style-type: none"> • An elementary level of development of a concept and project. • A limited number of publications used to create the overall theme. Including Logos (drawn & digital), stationary as outlined and colours. • No use of materials and attempt to make the exhibition cohesive and interactive for the audience. • An elementary level of sketching and conceptualising- working in visual design diary and on a mood board. 	<p>E (Elementary) 1-6</p>
<p>Non Attempt – Non Submission – Non Serious Attempt</p>	<p>0</p>



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STUDENT REFLECTION

I FEEL MY STRENGTHS WITHIN THIS TASK WERE

I FEEL MY WEAKNESSES WITHIN THIS TASK WERE

FROM THE MARKING CRITERIA I WOULD MOST LIKE FEEDBACK ON

TEACHER FEEDBACK