DESIGN AND VISUAL COMMUNICATION: VISUAL COMMUNICATION

Visual communication refers to the effective communication and presentation of design ideas using modelling and graphic design techniques Initially students learn to communicate and present their design ideas and information by applying 2D and 3D visual communication techniques such as sketching, rendering, mock-ups, digital drawing and modelling, annotations, instrumental, templates, collage, overlays, Students progress to effectively and clearly applying complex and high quality visual techniques and knowledge that communicate a story to an audience - the intent of their design ideas.

	LEVEL 6	LEVEL 7	LEVEL 8
LO	*Demonstrate understanding of and skills in fundamental visual communication techniques*	*Demonstrate understanding of and skills in advanced visual communication techniques to visually communicate and present detailed visual information*	*Demonstrate understanding of and skills in complex visual communication techniques to visually communicate and promote the intent and details of design ideas*
TEACHER GUIDANCE	To support students to demonstrate understanding of, and skills in, fundamental visual communication techniques at level 6, teachers could: • Support students to develop competency in 2D and 3D drawing techniques (eg, oblique, isometric, and planometric, which includes freehand sketching and instrumental drawing) • Support students to develop competency in 2D sketching and instrumental drawing techniques (eg, multi-view orthographic drawings showing in-depth information such as hidden detail, surface development, and geometric construction) • Support students to develop competence in applying drawing techniques: quick rendering, crating, line hierarchy • Support students to develop skills in rendering to communicate visual information of materials, how light falls on an object, how shadows are created • Support students to develop competency in using drawing instruments (including computer programmes) to create instrumental 2D and 3D drawings incorporating conventions such as line weights, dimensioning, scale, reference lines, and geometric construction • Guide students to understand how the use of media, modes (such as 3D mock-ups, digital modelling, photography) and drawing equipment are 'key' for communicating and presenting visual information. • Support students to develop an understanding about compositional principles of layout, visual impact and typography (as shown in different designers work) and how these can be applied to visually communicate designs.	To support students to demonstrate understanding of, and skills in, advanced visual communication techniques to visually communicate and present detailed visual information at level 7, teachers could: • Support students to develop an appreciation of aesthetic and functional qualities in a design, and techniques for effectively visually communicating these qualities. • Support students to develop visual communication techniques such as sketching, rendering, modelling, and using digital media. • Support students to develop advanced 2D freehand and instrumental drawing techniques (eg, auxiliary views, sectional views, exploded, and assembly), to communicate design features. • Support students to understand how multiple drawings communicate details of shape and form. • Support students to develop advanced 3D freehand and instrumental drawing techniques (such as one- and two-point perspective projection and isometric projection). • Support students to understand how media, drawing equipment and layout are 'key' for effectively presenting visual information • Support students to develop skills in using modes and media to highlight design ideas. • Support students to develop skills associated with applying compositional principles such as proximity, alignment, hierarchy, positive and negative space when presenting design ideas.	To support students to demonstrate understanding of, and skills in, complex visual communication techniques to communicate and promote the intent and details of design ideas at Level 8, teachers could: • Support students to understand how to select and use visual communication techniques to best communicate the qualities and intent of design ideas. • Support students to understand the integration of different drawings/models for the effective communication of complex visual Information. • Support students to develop visual communication strategies (such as abstraction, re-combination, exaggeration, transformations and deconstruction) for re-generating design ideas. • Support students to understand the selection and use of presentation techniques and formats. • Support students to understand the qualities of an exhibition space or setting and the needs of the viewer to best present a design outcome. • Support students to develop using advanced media techniques and digital technologies. • Support students to understand how a set of working drawings communicate production details of design ideas. • Support students to develop a cohesive set of drawings and/or models.
INDICATORS	Students can: • create 2D and 3D freehand sketches that show in-depth design features in proportion relative to the context of the design brief to convey the intent of the design ideas. • produce accurate instrumental 2D drawings that show in-depth information about technical features of a design • produce accurate paraline drawings that show in-depth information about design features • skilfully apply rendering techniques to convincingly communicate shape and surface qualities, enhancing the realistic representation of design qualities to an audience • use rendering techniques to communicate the form of design ideas. • skilfully plan, select and apply presentation skills that are of a high quality showing accurate layout skills, and visual impact to tell a story.	Students can: • communicate their design ideas using techniques that explore both identifiable aesthetic and functional details of a design; apply techniques such as sketching, modelling, rendering, collage, overlays and digital media • produce a set of instrumental or computer-related 2D working drawings showing technical details that indicate shape and form – these working drawings show the important design features of the item being communicated, such as parts and how they assemble, sizes or details of hidden parts (sections) • use appropriate engineering and architectural conventions correctly • produce perspective instrumental projection drawings (parallel and/or angular) that communicate design features and the associated details. (such as spatial drawings: window framing, door handles, and engineering: webs, holes, fasteners • apply instrumental projection conventions: picture plane, station point, eye level lines, ground level lines, vanishing points, height lines • select a view point that enables the design features of an item to be shown. • select graphic modes and media, and apply compositional principles (eg, proximity, alignment, hierarchy, positive and negative space) that best present the design features of an item being communicated • appropriately present visual information that includes consideration of the design context (eg, spatial design, product, landscape) and presentation context (eg, location, audience).	Students can: apply visual communication strategies that aid divergent design thinking to enable the creative and analytical interrogation and re-generation of design ideas produce a visual presentation that demonstrates the understanding of compositional principles, modes and media, and the relationship between the presentation and its context (eg, location, viewer, content) use specialist spatial design visual communication techniques and approaches (such as architectural drawing and rendering, models, fly-through animation) to express spatial design ideas use specialist product design visual communication techniques and approaches (such as industrial design drawing and rendering, models, moving-part animation) to express product design ideas produce a set of related 2D & 3D working drawings and/or models that show details of components and information related to construction and assembly
AS	**AS91063 Design and Visual Communication 1.30** *Produce freehand sketches to communicate own design ideas* **AS91064 Design and Visual Communication 1.31** *Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas* **AS91065 Design and Visual Communication 1.32** *Produce instrumental paraline drawings to communicate design ideas* **AS91066 Design and Visual Communication 1.33** *Use rendering techniques to communicate the form of design ideas* **AS91069 Design and Visual Communication 1.36** *Promote an organised body of work to an audience using visual communication techniques*	**AS91337 Design and Visual Communication 2.30** *Use visual communication techniques to generate design ideas* **AS91338 Design and Visual Communication 2.31** *Produce working drawings to communicate technical details of a design* **AS91339 Design and Visual Communication 2.32** *Produce instrumental perspective projection drawings to communicate design ideas* **AS91343 Design and Visual Communication 2.36** *Use visual communication techniques to compose a presentation of a design*	**AS91627 Design and Visual Communication 3.30** *Initiate design ideas through exploration* **AS91628 Design and Visual Communication 3.31** *Develop a visual presentation that exhibits a design outcome to an audience* **AS91631 Design and Visual Communication 3.34** *Produce working drawings to communicate production details for a complex design*
	Level 1 DVC Technologies standards & assessment resources	Level 2 DVC standards & assessment resources	Level 3 Technology achievement standards & assessment DRAFT