



VCE VISUAL COMMUNICATION DESIGN

INFORMATION GUIDE

VCE VISUAL COMMUNICATION DESIGN

RATIONALE

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice. This study seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life.

UNIT 1

Area of Study 1

Reframing design problems

In this area of study, students learn that designers not only deliver design solutions, but also find and reframe problems that can be complex, misunderstood or ill-defined. They draw on conceptions of 'good design' and apply research methods to identify human-centred design problems, before preparing a brief defining a communication need. This process asks students to engage with the Discover and Define phase of the VCD design process and includes both divergent and convergent thinking strategies.

Area of Study 2

Solving communication design problems

In this area of study, students draw on conceptions of good design and their understanding of human-centred design problems when developing visual language for a brand or business. They learn that visual language serves as part of a larger strategy to increase engagement, influence behaviour and reposition the brand or business among audiences or users. It can include but is not limited to a visual identity applied to various outcomes and collateral, a signature colour palette, graphic icons and typography.

Area of Study 3

Design's influence and influences on design

In this area of study, students learn about factors that impact design decisions, as well as the impact of design on people and our planet. They consider these influences when designing three-dimensional objects for specific purposes, contexts and users. Students integrate newly developed understandings of good design, and move beyond human-centred mindsets to also consider the needs of other species, our planet and its future. In doing so, sustainability and circular design practices become an area of particular focus.

UNIT 2

Area of Study 1

Design, place and time

How does design reflect and respond to the time and place in which it is made?

In this area of study, students examine the relationships between design, place and time, and learn about the influence of context when designing environments in which to live, work and play. Students analyse how design examples from architecture, interior, exhibition or landscape design reflect and respond to their surrounding context, while considering how designers draw inspiration from other times and places.

Area of Study 2

Cultural ownership and design

In this area of study, students explore the designer's ethical and legal responsibilities when drawing on knowledge and designs belonging to Indigenous communities from Australia or abroad. They learn how to adopt culturally appropriate design practices, including protocols for the creation and commercial use of Indigenous knowledge such as those published in the Australian Indigenous Design Charter. In particular, students develop a deep appreciation for the histories, practices and foundational contributions of Aboriginal and Torres Strait Islander peoples to Australian design identity, while learning about respectful and appropriate representations of Aboriginal and Torres Strait Islander culture in design.

Area of Study 3

Designing interactive experiences

In this area of study, students examine the role of visual communication in shaping positive interactive experiences, and in catering for the diverse needs of users when interacting with devices, systems or services. They explore how interaction designers contribute to larger user-experience (UX) projects, focusing on the design of visual interfaces rather than their underlying functionality. They adopt inclusive practices and principles during the design of a user interface for a digital site or device, prioritising accessibility and usability. In doing so, students synthesise key understandings from previous outcomes: good design, human-centred research methods, design's influence and the influences on design, and the significance of place and time.

CAREER OPTIONS

- Architect
- Designer
- Draftsman
- Interior Decorator
- Marketing
- Retail
- Sign Writer
- Urban Planning
- Web Design

UNIT 3

Area of Study 1

Professional design practice

In this area of study, students investigate how and where designers work, identifying the role of visual communication in professional design practice. Contemporary designers working in one or more fields of design practice are selected for study. Students compare the contexts in which these designers work, their applications of a design process, and the ways in which they use visual language to communicate ideas and concepts, and present design solutions. Students explore how designers collaborate with both stakeholders and specialists to shape and resolve design problems. They also identify the impact of ethical and legal obligations, including issues of ownership and intellectual property, and the extent to which contemporary designers adopt sustainable and circular design practices.

Area of Study 2

Design analysis

In this area of study, students learn how visual language is used to effectively communicate ideas and information to audiences or users. Students analyse the aesthetic decisions made by designers when producing messages, objects, environments or interactive experiences. They compare two or more design examples, considering how the design elements and principles are used in combination with media, methods and materials to address perceived communication needs. Drawing on conceptions of good design, students describe, analyse and evaluate how aesthetic decisions reflect the purposes, contexts and audiences or users of the selected design examples.

Area of Study 3

Design process: defining problems and developing ideas

In this area of study, students explore the Discover, Define and Develop phases of the VCD design process, and apply understandings of good design when addressing a selected design problem. Students begin the Discover phase by using divergent thinking strategies and applying ethical research methods to identify a design problem or opportunity. They gather insights about stakeholder perspectives and other influential factors using a range of research methods such as but not limited to interviews and surveys, audience or user personas, competitor analysis and secondary research.

UNIT 4

Area of Study 1

Design process: refining and resolving design concepts

Students engage in an iterative cycle as they rework ideas, revisit research and review the client's needs. They manipulate the design elements and principles in response to the brief and develop expertise in a range of appropriate manual and digital methods, materials and media. Students resolve selected design concepts and devise a pitch of one concept for each communication need to communicate their design thinking and decision making to an audience or user.

Area of Study 2

Presenting design solutions

In this area of study, students present design solutions for each of the communication needs addressed in Area of Study 1. They choose how best to use visual language to communicate solutions to stakeholders, considering aesthetic impact through applications of design elements and principles. Students select materials, methods and media appropriate for the presentation of final design solutions that are distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.



To find out more information about
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This flyer is correct as of July 2024, however may be subject to change.

