**NZQA**

**Approved**

Achievement standard: 91069 Version 4

Standard title: Promote an organised body of design work to an audience using visual communication techniques

Level: 1

Credits: 4

Resource title: Win an audience over

Resource reference: Design and Visual Communication VP-1.36 v2

Vocational pathway: Manufacturing and Technology

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91069-02-7206 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91069

Standard title: Promote an organised body of design work to an audience using visual communication techniques

Level: 1

Credits: 4

Resource title: Win an audience over

Resource reference: Design and Visual Communication VP-1.36 v2

Vocational pathway: Manufacturing and Technology

Learner instructions

# Introduction

This assessment activity requires you to use visual communication techniques to promote a product: a new range of sports footwear.

You are going to be assessed on how effectively you communicate with your intended audience through a high-quality presentation that has visual impact and shows accurate layout and precise execution of techniques.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

In this task, you will:

* review your organised body of design work and clearly identify the audience to which you will communicate your product design for a new range of sports footwear
* research, develop and refine presentation ideas, and select techniques to ensure appropriate layout, composition and visual impact
* develop a convincing presentation using these ideas and techniques.

Your final presentation could be in the format of a display board, model, booklet or installation, or some other format, as agreed with your assessor/educator. You may use traditional media and/or computer applications.

Assessor/educator note: Guide learners to ensure they select a presentation format that allows them to meet the requirements of the standard.

## Review your organised body of design work

Before beginning this assessment activity, you will have produced an organised body of design work in response to a design brief. In this case, you have designed a new range of sports footwear.

Review your body of work and clearly identify the audience to which you will communicate your product design. This might be a potential manufacturing partner or the end user.

## Conduct research into visual presentations

Look at a range of graphic design presentations and evaluate their design features in terms of visual communication techniques and principles of composition. You could use presentations from any source, including reference books, advertising and/or the internet. See Resource A for sample research questions.

## Develop and refine design ideas

Decide what aspect or aspects of your product you want to present.

On a planning sheet, record a range of layout ideas for organising and presenting your new range of sports footwear. You could use thumbnail sketches, for example. The inspiration for these initial ideas can be from any source, including your research material, other ideas you have seen or your own creative ideas. As you plan each of your initial layout ideas, determine the main features you will include and consider whether these features will have a strong visual impact on your intended audience.

Choose your best idea, considering why you chose it and how you think it can be developed further. Develop and refine this idea using suitable visual communication techniques. Carry out more research if it will help you to develop your idea further. As you develop your idea, consider:

* why you chose particular visual communication techniques
* how effective these techniques were in achieving the desired visual impact
* what changes you made and how these improved the idea.

## Develop your final presentation

Develop a presentation that effectively promotes your product to your intended audience. You may find that you need to modify your design as you work.

Check that your presentation is of high quality by confirming that you have:

* precisely executed appropriate visual communication techniques, using traditional media and/or computer applications
* demonstrated accurate layout and made good use of composition principles, such as alignment, proximity, repetition, contrast, positive/negative space and/or focal point
* used images (such as sketches, instrumental drawings and/or photographs) to clearly and effectively communicate to your audience
* made a strong visual impact, appropriate for both your product and audience
* created a convincing and credible presentation in which graphic and text elements work together.

There are other ways of producing a high-quality, effective and convincing presentation. Discuss this with your assessor/educator.

Assessor/educator note: Check learners’ work at key stages of the presentation development process, provide formative assessment and gather evidence of learners’ selection and use of techniques through observation and conversations with them.

# Resource A

## Sample research questions

When investigating how existing product designs are promoted, you may consider what forms of visual communication engage the modern consumer.

As you look at particular graphic design presentations, you may ask, but are not limited to, the following questions:

* What visual communication techniques have been used to get the message across?
* Are they valid in today’s information age or are they dated?
* What visual communication media are being used (digital and/or traditional)?
* What drawing techniques are being used?
* How are the product’s features promoted and communicated?
* What principles of composition are being used?
* How are these principles being used?
* What is their effect?

Vocational Pathway Assessment Resource

Achievement standard: 91069

Standard title: Promote an organised body of design work to an audience using visual communication techniques

Level: 1

Credits: 4

Resource title: Win an audience over

Resource reference: Design and Visual Communication VP-1.36 v2

Vocational pathway: Manufacturing and Technology

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to use visual communication techniques to effectively promote a new range of sports footwear.

Learners will already have an organised body of design work related to the product (the range of sports footwear), from which they will select one or more aspects of the product to promote. They will then research, develop and refine presentation ideas and select and apply techniques to develop a convincing presentation.

# Conditions

Learners are assessed individually.

This standard requires the use of visual communication techniques to communicate a high quality presentation that is convincing, shows accuracy of layout, visual impact and precise execution of techniques. The selection and application of techniques used must be purposeful. To collect evidence of this, you could look at learners’ planning sheets, discuss their decisions with them during the development process, and/or take other written, oral or visual evidence into account. It is expected that you will give learners feedback at key stages of the development process.

# Resource requirements

Learners need access to reference material on graphic design principles and existing graphic design presentations. This could include printed materials and the internet.

# Additional information

None.

## Other possible contexts for this vocational pathway:

* an aircraft product or component i.e. a piece of electronic equipment
* a new type of shoe
* a metal product that it assembled from component pieces i.e. a ladder, a cabinet or small furniture item
* a computer product i.e. mouse, keyboard
* an electronic product i.e. cellphone or copier
* a graphic design product or design.

# Assessment schedule: Design and Visual Communication 91069 – Win an audience over

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner promotes an organised body of design work to an audience using visual communication techniques by:   * selecting and presenting features of an organised body of work to an audience   For example, the learner’s presentation of a new range of sports footwear shows:   * + the use of composition principles i.e. layout, text hierarchy, balance, use of white space and positive space etc. to promote the new range of footwear to the intended audience, which could be either the end user or the manufacturer prior to manufacture or the buyer etc.   + the learner has selected features from the organised body of design work, for the range of new sports footwear to present to the intended audience   + the learner uses visual communication techniques, such as illustrations, positive/negative space, repetition or contrast (such as bold headings), colour matching, etc.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner clearly promotes an organised body of design work to an audience using visual communication techniques by:   * purposefully selecting and applying techniques to ensure layout, composition and visual impact are appropriate to the context of the brief and audience   For example:  The learner’s presentation and/or their planning sheets and/or other evidence demonstrates purposeful selection and application of appropriate visual communication techniques, and shows considered use of composition principles in presenting the new range of sports footwear.  The presentation of a new range of sports footwear is clear and appropriate for the intended audience, i.e. either the end user, the manufacturer prior to manufacturing or the buyer etc., and the context of the new range of sports footwear.  The presentation clearly promotes an aspect or aspects of the body of work of the new range of sports footwear, for example:   * + using bold headings to focus on the important aspects of the new range of sports footwear   + colour matching so that the colours used highlight or contrast the new range of sports footwear   + multiple images may be used that show aspects of the new range of sports footwear   + contrast colours are used to provide visual impact and help to clearly highlight the new range of sports footwear.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner effectively promotes an organised body of design work to an audience using visual communication techniques by:   * communicating a high quality presentation that is convincing, shows accuracy of layout, visual impact, and precise execution of techniques   For example:  The learner’s presentation and/or their planning sheets and/or other evidence demonstrates purposeful selection and application of appropriate visual communication techniques and shows effective use of appropriate composition principles in presenting the new range of sports footwear.  The presentation effectively promotes an aspect or aspects of the body of work of the new range of sports footwear using high-quality presentation skills, accuracy of layout and precise execution of techniques.  The presentation clearly and effectively promotes the body of work of the new range of sports footwear to the intended audience, for example:   * + with visual impact and precise execution of techniques using bold headings to focus on the important aspects of the new range of sports footwear. The visual impact convincingly communicates the aspects of the new range of sports footwear to the audience which could be the end user, the manufacturer, the buyer or any other interested party in the development process   + colour matching so that the colours used clearly highlight or contrast the new range of sports footwear so that it shows visual impact, precise execution of techniques and the message is convincing in promoting the new range of sports footwear   + multiple images may be used that show aspects of the new range of sports footwear. These images create visual impact and they have been composed and applied precisely in the presentation.   *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.