

Graphics Technology Years 7–10 Life Skills unit: Stand-out logos

Unit title: Stand-out logos Description: This unit involves students in the development of a personal or group logo to personalise a variety of items. Students explore the function of logos and design their own personal or group logo. Safe and responsible use of materials, tools and techniques by students is essential in the Graphics Technology course. Teachers should consider this when delivering this unit of work. The logo design is produced using a variety of media, techniques and/or computer technology. <i>Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i>	
Life Skills Outcomes A student: LS.1.1 participates in the development of graphics projects LS.1.2 undertakes graphical presentations to communicate ideas LS.2.1 recognises appropriate techniques for a variety of projects LS.2.2 evaluates the effectiveness of graphical presentations LS.4.1 uses computer based presentation techniques LS.5.1 demonstrates safe practices in the use of tools, materials and techniques in undertaking a project LS.6.1 recognises the use of graphics technology in a variety of contexts.	Resources Drawing equipment such as drawing boards, coloured pencils and markers CAD program 3D capability <i>Contemporary Technical Graphics</i> (DET publication, 1984) Kemnitzer, R.B. <i>Rendering with Markers</i> Examples of graphic representations and logos
Links A student: Design and Technology LS.1.1 recognises that a process is used to develop design solutions LS.1.2 considers factors that influence design LS.5.1 gathers and uses information to generate design solutions LS.5.2 uses a variety of techniques to present design solutions LS.6.1 selects and uses appropriate processes and techniques in the context of producing design projects LS.6.2 participates in producing design projects LS.6.4 cares for materials, tools and equipment English ENLS-4A views and responds to a range of visual texts, media and multimedia ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts Industrial Technology LS.2.1 recognises that a process is used to design and make projects LS.4.1 uses a variety of communication techniques in the context of undertaking projects.	A student: Information and Software Technology LS.1.2 uses a range of hardware LS.1.3 uses a range of software programs LS.2.1 uses information and software technology in solving a range of problems Languages LS.MLC.1 recognises internationally shared signs, symbols and words Mathematics MALS-31MG identifies the features of three-dimensional objects and/or two-dimensional shapes and applies these in a range of contexts Visual Arts LS.1 experiences a variety of artmaking activities LS.2 explores a variety of materials, techniques and processes.
For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit 'Children's Toys' in <i>Graphics Technology Years 7–10: Advice on Programming and Assessment</i> (pp 24–31).	

Focus: Exploring the purpose of graphic representations Outcomes: LS.1.1, LS.1.2, LS.2.2, LS.6.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the role of graphics in society the role of graphics in society features of graphical presentation 	<ul style="list-style-type: none"> recognise the use of graphics in society recognise the use of graphics in society recognise the features of graphical presentation 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to recognise and explore commonly used symbols and graphic representations focuses students' attention on the features of a variety of graphic representations including logos assists students to identify advantages of having a logo assists students to record their involvement at each step of the graphic design project in a folio. <p>Students</p> <ul style="list-style-type: none"> explore the use of symbols and graphic representations. This may include: <ul style="list-style-type: none"> identifying and collecting symbols/product logos from magazines, the internet, packaging, school, community matching logos with the symbols/logos of products which they represent making a collage of collected material suggesting reasons why symbols/logos are used identifying universally recognised graphics for signage, instruction, marketing explore design features of various graphic representations such as colour, shape, size, symbols, and materials. This may include: <ul style="list-style-type: none"> collecting and sorting logos by colour, shape, size responding to images of logos in brochures and magazines discussing how the features attract attention and give information recording particular design features of logos selected from print and electronic media comparing design features of a variety of logos 	<p>Examination of symbols and graphic representations may indicate <i>recognising the use of graphics technology in a variety of contexts</i>.</p> <p>Exploring design features of various graphic representations may involve <i>recognising the use of graphics technology in a variety of contexts</i> and/or <i>evaluating the effectiveness of graphical presentations</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> identification of logos, their purposes and the meanings they convey identification of the design features in a variety of graphic representations and/or logos.

continued

Focus: Exploring the purpose of graphic representations (cont)

Outcomes: LS.1.1, LS.1.2, LS.2.2, LS.6.1

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the role of graphics in society a design process for graphics projects using a design process in the context of a project 	<ul style="list-style-type: none"> recognise the use of graphics in society use a variety of communication techniques to present ideas participate in a specific graphics project 	<p>Students</p> <ul style="list-style-type: none"> recognise the advantages of having a logo for personal or group identification. This may include: <ul style="list-style-type: none"> bringing samples of logos associated with particular groups to which students belong and/or support, eg scouts, church group, football teams discussing the advantages of having a logo for personal or group identification recognising that all logos are unique and belong to one company and/or community group and cannot be used without their permission establish and maintain a record of their involvement throughout the graphic design project in a folio. Items in the folio may include: <ul style="list-style-type: none"> photographs and/or other images of their participation at various steps of the process descriptions of their activities at each step personal observations data and information relevant to the project personalised step-by-step plan to produce the project evaluation of the project. 	<p>Exploring the advantages of having a logo may indicate <i>recognising the use of graphics technology in a variety of contexts</i> and/or <i>evaluating the effectiveness of graphical presentations</i>.</p> <p>The recording and reflection on activities throughout the design process may indicate <i>undertaking graphical presentation to communicate ideas</i> and/or <i>participating in the development of graphics projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of the advantages of having a group or personal logo recording of their participation in the design process in an appropriate format.

Focus: Developing a logo design Outcomes: LS.1.1, LS.1.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> a design process for graphics projects using a design process in the context of a project 	<ul style="list-style-type: none"> use freehand sketches to express ideas use simple conventions for drawing make drawings refine ideas using a variety of techniques 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to develop a logo design for personal or group identification, eg badge, team T-shirt, letterhead explicitly teaches the use of freehand sketches to express ideas, simple conventions for making drawings and techniques for refining ideas. <p>Students</p> <ul style="list-style-type: none"> identify a preferred logo design. This may include: <ul style="list-style-type: none"> selecting from a range presented by the teacher personalising an existing design researching ideas for a logo sketching a preferred design freehand sketching a logo using computer technology refine ideas about preferred logo design. This may include asking and responding to questions such as: <ul style="list-style-type: none"> Are the symbols readily understood by others? What features of the logo do you like best? What colours would make the logo stand out more? How could you change the size of the logo to fit onto a T-shirt? 	<p>Selection of a logo design may involve <i>undertaking graphical presentations to communicate ideas</i>.</p> <p>Refining ideas about the logo design may involve <i>undertaking graphical presentations to communicate ideas</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> selection of an appropriate logo design reflection on their logo design and decision that it will be suitable for its intended purpose.

Focus: Planning steps to produce the logo Outcome: LS.1.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> using a design process in the context of a project 	<ul style="list-style-type: none"> participate in a specific graphics project 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to develop a step-by-plan for producing the logo. <p>Students</p> <ul style="list-style-type: none"> recognise the steps in the personalised step-by-step plan. This may involve: <ul style="list-style-type: none"> including the personalised step-by-step plan in their folio following through each step of the plan recognising the activities at each step. 	<p>Identification of steps in the production process may indicate <i>participating in the development of graphics projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' identification of the steps involved in producing their project.</p>

Focus: Producing the graphics project using appropriate equipment and techniques Outcomes: LS.1.1, LS.2.1, LS.4.1, LS.5.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> safe work practices safe handling and storage of drawing equipment and drawing media safe work practices 	<ul style="list-style-type: none"> use safe work practices in practical areas use drawing equipment and drawing media safely care for and store drawing equipment use safe practices in practical areas 	<p>Teacher</p> <ul style="list-style-type: none"> explicitly teaches the skills to use, care for and store drawing equipment and drawing media safely and appropriately explicitly teaches and demonstrates appropriate drawing techniques, eg drawing regular geometric shapes, using simple geometric constructions, use of colour, shade, tone explicitly teaches and demonstrates the skills for freehand drawing, eg sketching straight lines and curves explicitly teaches and demonstrate the skills for manual drawing techniques, eg using set squares, compass explicitly teaches and demonstrates skills for using paint/draw programs and making computer-aided drawings, eg using tool bars to create shapes, resizing objects, grouping objects. <p>Students</p> <ul style="list-style-type: none"> apply skills and techniques safely in the context of producing a logo use and store markers and related graphics equipment appropriately. This may include: <ul style="list-style-type: none"> gripping equipment appropriately returning equipment to correct storage containers using all equipment appropriately and according to safety regulations as specified by the teacher 	<p>Applying skills and techniques safely in the context of producing a logo may indicate <i>demonstrating safe practices in the use of tools, materials and techniques in undertaking a project.</i></p> <p>Safe and appropriate use and storage of equipment may indicate <i>demonstrating safe practices in the use of tools, materials and techniques in undertaking a project.</i></p>	<p>Teacher demonstration of skills and techniques.</p> <p>Students' demonstration of skills and techniques in the context of producing a logo.</p> <p>Students' demonstration of the safe use and storage of tools and materials.</p>

continued

Focus: Producing the graphics project using equipment and techniques (cont)				
Outcomes: LS.1.1, LS.2.1, LS.4.1, LS.5.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> different drawing media a design process for graphics projects 	<ul style="list-style-type: none"> recognise appropriate drawing media for specific purposes make drawings 	<p>Students</p> <ul style="list-style-type: none"> recognise and experiment with drawing media in the context of producing a logo design. This may include responding to teacher demonstration by: <ul style="list-style-type: none"> recognising media for specific purposes using media appropriately creating different effects using a combination of media 	<p>Using appropriate drawing media may indicate <i>recognising appropriate techniques for a variety of projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> demonstration of the use of appropriate drawing media in the context of making drawings for producing a logo design
<ul style="list-style-type: none"> different drawing techniques a design process for graphics projects computer-aided drawing programs 	<ul style="list-style-type: none"> recognise appropriate drawing techniques for a specific purpose refine ideas using a variety of techniques make drawings paint/draw programs in the context of design projects make computer-aided drawings 	<ul style="list-style-type: none"> recognise and experiment with drawing techniques and/or computer software in the context of producing a logo design. This may include responding to teacher instruction and demonstration by: <ul style="list-style-type: none"> drawing lines of various thickness and orientation matching and selecting various colours for parts of the logo applying shade and shadow to the logo creating a design by importing images drawing two and three dimensional shapes resizing, manipulating and aligning shapes scanning logo onto computer hard drive saving work to a floppy disk and printing using a printer 	<p>Using a variety of drawing techniques may involve <i>recognising appropriate techniques for a variety of projects</i>.</p>	<ul style="list-style-type: none"> demonstration of the use of appropriate drawing techniques in the context of making drawings for producing a logo design
<ul style="list-style-type: none"> using a design process in the context of a project 	<ul style="list-style-type: none"> participate in a specific graphics project 	<ul style="list-style-type: none"> complete final drawings for the folio. This may include responding to teacher instruction by: <ul style="list-style-type: none"> selecting appropriate media for final drawings placing the finished product on selected medium 	<p>Completing final drawings may indicate <i>participating in the development of graphics projects</i>.</p>	<ul style="list-style-type: none"> completion of final drawings.

continued

Focus: Producing the graphics project using equipment and techniques (cont) Outcomes: LS.1.1, LS.2.1, LS.4.1, LS.5.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> using a design process in the context of a project 	<ul style="list-style-type: none"> participate in a specific graphics project 	Students <ul style="list-style-type: none"> produce and apply logo design to items for personal or group identification. This may include incorporating the logo onto personal and/or group items such as: <ul style="list-style-type: none"> badges team T-shirts letterhead. 	Producing and applying the logo design may indicate <i>participating in the development of graphics projects</i>	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' production and application of the logo design to personal or group items.
Focus: Evaluating the logo design Outcomes: LS.1.1, LS.1.2, LS.4.1				
<ul style="list-style-type: none"> a design process for graphics projects using a design process in the context of a project a design process for graphics projects using a design process in the context of a project 	<ul style="list-style-type: none"> evaluate process and product participate in a specific graphics project use a variety of communication techniques to present ideas participate in a specific graphics project 	Teacher <ul style="list-style-type: none"> assists students to evaluate their logo design assists students to share their logo design with others. Students <ul style="list-style-type: none"> evaluate the success of the logo design in terms of aesthetics and function. This may include: <ul style="list-style-type: none"> obtaining feedback from others answering questions such as, 'What do you like best about the way it looks?' 'What would you change?' using the logo for the identified purpose share their final logo design with others. This may include: <ul style="list-style-type: none"> developing a multimedia presentation of the steps in the production process displaying the logo and folio in a prominent place in the school including completed logos in school newsletter emailing logos to local businesses for comment. 	Evaluating the logo design may indicate <i>participating in the development of graphics projects</i> . Sharing their final logo design with others may indicate <i>participating in the development of graphics projects</i> and/or <i>undertaking of graphical presentations to communicate ideas</i> . It may involve <i>using computer-based presentation techniques</i> .	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> evaluation of their logo design sharing of their logo design with others in an appropriate format. Others provide feedback on the success of the logo.