

# Visual Design



## A Guide to the New Years 7–10 Syllabus

The *Visual Design Years 7–10 Syllabus* is a new syllabus, which will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

The recent experience teachers have gained in implementing the *Visual Arts Stage 6 Syllabus* (1999) and *Visual Design Content Endorsed Course Stage 6 Syllabus* (2000) will assist in the implementation of the new *Visual Design Years 7–10 Syllabus*.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

### Introducing the new Visual Design Years 7–10 Syllabus

The new *Visual Design Years 7–10 Syllabus* has been developed as part of the NSW Government's commitment to the review and development of Years 7–10 curriculum for NSW schools. This syllabus has been developed in response to the many school-designed courses in this field and provides flexibility in implementation based on the resources in schools, teacher expertise and student interests. The new *Visual Design Years 7–10 Syllabus* provides a consistent framework for schools and ensures curriculum standards.

Students may elect to study this course after completion of the Visual Arts mandatory course.

The new syllabus details how schools can provide students with opportunities to:

- engage with practice, the conceptual framework and the frames in making and critically and historically interpreting visual design artworks
- build a folio of work in print, object and space-time forms
- investigate artists as visual designers, visual design practices, conventions and innovations

The new *Visual Design Years 7–10 Syllabus* builds on the Visual Arts mandatory course in directions identified through research into the teaching of Visual Design in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- Outcomes and stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Visual Design. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is embedded in the syllabus content.

## The features of the content pages

*Visual Design Years 7–10 Syllabus*

**7.3 Content for Stage 5**

**Objective**  
Students will develop knowledge, understanding and skills to make visual design artworks informed by their understanding of practice, the conceptual framework and the frames.

**Outcomes**  
A student:

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks

In Visual Design, there is content in Making – Practice that all students must address. This content is not particular to the form (print, object and space-time) studied. There are also specific ‘learn about’ and ‘learn’ to statements for each of the print, object and space-time forms provided on the following pages. Teachers can select ‘learn’ about and ‘learn’ to statements determined by which form/s are investigated as content.

<b>Making – Practice (All forms)</b>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the field of visual design in terms of design traditions, conventions, activities and customs</li> <li>how visual designers have responded to particular or predetermined criteria, social structures, audiences, resources and technological change</li> <li>the individual and collaborative practices of visual designers in the field of visual design</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>explore, investigate and apply visual design conventions, activities, traditions and customs to make visual design artworks</li> <li>develop and expand upon different approaches to visual design which explore concepts, meanings and functions in the world</li> <li>explore effective/innovative strategies to make visual design artworks such as experimentation, written, digital and oral inquiry and reflection</li> <li>explore and value the different practices of visual designers to inform their own practice</li> <li>design and work collaboratively</li> </ul>

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Objectives, outcomes and content assist teachers with planning and programming.

Specific advice about how practice, the conceptual framework and the frames can be understood as visual design content is provided in the content overview.

Specific advice about how teachers can select content for Making – Practice in print, object and space-time forms is included.

Content is expressed as *Students learn about* and *Students learn to* in a consistent format.

Cross-curriculum content, such as ICT, Key Competencies and Gender, has been embedded in the content statements.

- Life skills outcomes and content have been provided for those students with special education needs, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time that they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Visual Design. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Visual Design Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus page 12)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 31–42) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 15 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Early Stage 1 to Stage 5 will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 4 outcomes.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Visual Design Years 7–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<b>Phase 1</b> <ul style="list-style-type: none"><li>■ this guide to the new <i>Visual Design Years 7–10 Syllabus</i></li><li>■ draft Descriptions of Levels of Achievement</li></ul>
<b>3 months after distribution of the syllabus</b>	<b>Phase 2</b> <ul style="list-style-type: none"><li>■ advice on programming</li><li>■ sample units of work</li><li>■ sample assessment activities</li></ul>
<b>6 months after distribution of the syllabus</b>	<b>Phase 3</b> (incorporates Phases 1 and 2) <ul style="list-style-type: none"><li>■ annotated samples of student work</li></ul>
<b>12 months after implementation of the syllabus</b>	<b>Phase 4</b> <ul style="list-style-type: none"><li>■ final Descriptions of Levels of Achievement</li></ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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