

Visual Design Years 7–10 Life Skills unit: ‘My Magazine’

Unit title: My Magazine

Description: In this unit students explore the design of magazines, magazine covers and posters, and the work of graphic designers and artists. They participate in identifying different audiences for different magazines and they use basic typography and simple digital imaging processes and/or collage techniques to make a magazine cover for a specific audience.

Life Skills Outcomes

A student:

- LS.1 experiences a variety of visual design procedures to make visual design artworks
- LS.2 explores a variety of materials, techniques and processes
- LS.3 explores the function of a variety of visual designers and audiences
- LS.4 explores ways in which experiences of the world can be communicated in visual design artworks
- LS.5 recognises that various interpretations of visual design artworks are possible
- LS.6 makes a variety of visual design artworks that reflect experiences, responses or a point of view
- LS.7 explores a variety of subject matter that can be represented in visual design artworks
- LS.8 explores ways to develop ideas in visual design artworks
- LS.9 uses a range of materials, techniques and processes to make visual design artworks.

Resources

- Magazines
- Comics
- Images of posters, advertising and a range of design and layout solutions
- Scissors and glue
- Paints and drawing materials
- Digital imaging program
- Digital camera
- Scanner
- Photocopying
- Photographs of students
- Overhead transparencies
- Examples of works by Redback Graphix, Martin Sharp (Luna Park posters) and Marie McMahon

Links

A student:

English

- ENLS-2A communicates for a variety of purposes, audiences and contexts
- 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
- ENLS-8A writes short texts for everyday purposes

Information and Software Technology

- LS1.2 uses a range of hardware
- LS1.3 uses a range of software programs

A student:

Languages

- LSMBC.2 explores own and other cultures

Mathematics

- MALS-32MG responds to and uses the language of position in everyday contexts

Visual Arts

- LS5.3 uses 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 ‘Power, Publicity and Propaganda’ in *Visual Design Years 7–10: Advice on Programming and Assessment*.

Life Skills Outcomes	Life Skills content	
Practice LS.1 LS.2 LS.9	<p>Students learn about:</p> <ul style="list-style-type: none"> different aspects of visual design activities the process for developing and making visual design artworks the development of visual design artworks over time WHS practices and a safe working environment. 	<p>Students learn to:</p> <ul style="list-style-type: none"> participate in different aspects of visual design practices which may include: <ul style="list-style-type: none"> Print <ul style="list-style-type: none"> publications and information illustrations and cartooning interactive and multimedia advertising and communication eg explore the use of a range of text types and formats to communicate ideas and interests – layout, font size, text colour, symbols, logo, comic book design follow a procedure to make visual design artworks <ul style="list-style-type: none"> analyse the visual design concept brainstorm ideas related to the visual design concept research visual designers and their works collect images and materials related to the visual design concept develop ideas using small sketches in Visual Design journal experiment with materials and processes to make visual design artworks and prototypes present finished visual design artworks for exhibition or audience response respond verbally or in writing about visual design artworks participate in the development of the visual design artworks over time, eg a unit of work identify, assess and adopt strategies to create and maintain a safe working environment and practices in making visual design artworks.

Life Skills Outcomes	Life Skills content	
Conceptual Framework LS.3 LS.4 LS.8 Frames LS.5 LS.6 LS.7	<p>Students learn about:</p> <ul style="list-style-type: none"> the role of audiences in relation to visual design artworks how experiences of the world can be communicated in the making of visual design artworks responding to and interpreting visual design artworks communicating personal experiences and responses communicating issues and ideas of personal significance. 	<p>Students learn to:</p> <ul style="list-style-type: none"> participate appropriately as an audience, eg view and respond to visual design artworks in a variety of contexts recognise some of the effects that visual design artworks have on an audience, eg communicate, describe or discuss responses identify visual designers and how they communicate their experiences of the world respond to visual design artworks, eg communicate like or dislike for visual design artwork – smile, nod, gesture, vocalise, offer opinion in a verbal or written form make visual design artworks that reflect personal experiences and responses, eg design a cover for a personal diary make visual design artworks that reflect issues and ideas of personal significance.

Teaching, learning and assessment activities – ‘My Magazine’	
Making	Critical and historical interpretations
<p>Students 2. LS.1, LS.2</p> <ul style="list-style-type: none"> make a collage titled ‘My Favourite Magazine’ using a copy or photocopied pages of their favourite magazine or comic. The collage may include: <ul style="list-style-type: none"> the name of the magazine or comic images and/or text to show what the student likes about the magazine images and/or text to show the purpose of the magazine a layout in the form of a magazine cover, focusing on the arrangement of text and images images – collage, drawing, painting, photographs of other class members who also like to read this magazine. 	<p>Students 1. LS.5, LS.3, LS.7</p> <ul style="list-style-type: none"> participate in a discussion about different types of magazines, eg music, sport, fashion, cars, surfing, comics. Students are asked to bring in a copy of a magazine or the teacher may provide a range of magazines of interest to the students. (These will also be used in activity 2.) identify their favourite magazine or comic and provide reasons why they like them, eg interest, content, pictures, cartoons, cover, information record this information in their Visual Design journal with teacher assistance prepare a chart/s with the names of all the magazines members of the class have nominated as their favourites and record their name next to their favourite magazine. They can also: <ul style="list-style-type: none"> attach a photograph of themselves to the chart record their name (or place their photograph) next to other magazines they like that are included on the chart discuss and view the chart/s and recognise that different people like different magazines and that these people can be identified as an audience identify the reasons why some people like magazines of the same subject matter. These reasons could include gender, age, interests – films, music, television shows, foods, colours, sports.
<p>Evidence of learning (<i>words in italics refer to Life Skills outcomes</i>)</p> <p>1 Choosing a favourite publication may involve recognition <i>that various interpretations of visual design artworks are possible</i>. Identifying why different people like different magazines may indicate an exploration of <i>a variety of visual designers and audiences</i>.</p> <p>2 Creating a collage may involve experience of <i>a variety of visual design procedures to make visual design artworks</i> and exploration of <i>a variety of materials, techniques and processes</i>.</p>	
<p>Feedback</p> <p>1, 2 Oral, visual and/or tangible feedback, prompting and assistance from teacher as students identify their interests, favourite publications and different audiences, and cut, paste and arrange images.</p>	

Teaching, learning and assessment activities – ‘My Magazine’	
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<p>Students</p> <p>4. LS.2, LS.1</p> <ul style="list-style-type: none"> experiment with the basic operations of Photoshop Elements or a simple public domain digital imaging program as appropriate to the resources available and teacher expertise. Activities may include: <ul style="list-style-type: none"> opening and saving documents scanning or importing images including digital photographs creating layers cutting, pasting and feathering resizing and rotating images manipulating images using a variety of special effects tools such as solarisation, filters, screens and colour correction using and placing text fields. <p>5. LS.8, LS.2</p> <ul style="list-style-type: none"> explore text and layout using their names as titles in preparation for activity (6). This may involve: <ul style="list-style-type: none"> hand lettering their names or typesetting their names in a variety of fonts, styles and sizes using a computer and simple menu or Word Art. A sheet of transparencies of their name styles is created. explore placement of text and styles by superimposing the sheet of transparencies of their name styles against images, cartoons, photographs and drawings. This may involve consideration of: <ul style="list-style-type: none"> top, middle and bottom placement, centre, left or right aligned, the effects of scale, straight or angled placement should photocopy and record experiments in the Visual Design journal. 	<p>Students</p> <p>3. LS.5, LS.7</p> <ul style="list-style-type: none"> view examples of typography and magazine cover layout identify and discuss different features of a magazine cover. These may include: <ul style="list-style-type: none"> background colour and design subject matter and images including photos and cartoons title and subheadings colour, placement, size and font date logo print finishes, eg matt, gloss, satin, textures, metallics. <p>6. LS.4, LS.5</p> <ul style="list-style-type: none"> view a range of magazine covers, advertising posters, bill posters for a range of audiences. These may include works by Redback Graphix, Martin Sharp, Marie McMahon and band advertisements identify and describe: <ul style="list-style-type: none"> the subject matter of the magazines/posters the colours used the images and graphics used and their effects layout and arrangement of text and images the different audiences targeted record ideas about works in their Visual Design journal.
<p>Evidence of learning (<i>words in italics refer to Life Skills outcomes</i>)</p> <p>3, 4 Discussing and identifying different features of a magazine cover and participating in the use of a digital imaging program may indicate an exploration of <i>a variety of materials, techniques and processes</i> and an exploration of <i>a variety of subject matter that can be represented in visual design artworks</i>.</p> <p>5 Choices made in typography and placement activities may indicate exploration of <i>ways to develop ideas in visual design artworks</i>.</p> <p>6 Viewing and discussing images of magazines and posters may involve exploration of <i>the ways in which experiences of the world can be communicated in visual design artworks</i> and recognition that <i>various interpretations of visual design artworks are possible</i>.</p>	
<p>Feedback</p> <p>3, 4 Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students to identify the features that make up a magazine cover, and to use the basic operations of a digital imaging software program.</p> <p>5 Oral, visual and/or tangible feedback, prompting, questioning and suggesting alternatives as students manipulate different layouts and styles of typography against different backgrounds.</p> <p>6 Oral, visual and/or tangible feedback, prompting and assistance by the teacher as students discuss and identify features of a range of posters, magazine covers and advertisements and record their ideas in their Visual Design journal.</p>	

Teaching, learning and assessment activities – ‘My Magazine’	
Making	Critical and historical interpretations
<p>Students</p> <p>8. LS.2, LS.6</p> <ul style="list-style-type: none"> design a cover for a magazine/comic that reflects or celebrates their own interests. This may involve combinations of: <ul style="list-style-type: none"> digital imaging, software programs, digital photography collage drawing cartooning choose a name for their magazine which may be, or may include, their own name. <p>9. LS. 8, LS.9</p> <ul style="list-style-type: none"> make a finished artwork for copying. This might involve: <ul style="list-style-type: none"> a cover design internal pages and feature articles comic strips photocopies of work from the Visual Design journal. <p>Covers and/or magazine are photocopied in colour if possible, allowing for classroom display, inclusion in the Visual Design journal and swapping between students.</p>	<p>Students</p> <p>7. LS.7, LS.4, LS.6</p> <ul style="list-style-type: none"> identify a particular audience – themselves, members of their class, friends, family, teachers – for their magazine cover or comic describe the audience and their interests plan their magazine layout, including subject matter, images, text and subheadings in their Visual Design journal. <p>10. LS.8</p> <ul style="list-style-type: none"> may extend their investigations of magazine design and layout by designing: a page/s for the school magazine, including layout for a page/s of artworks; a series of questions and photographs for an interview with a staff member, students groups and reports on school activities and events.
<p>Evidence of learning (<i>words in italics refer to Life Skills outcomes</i>)</p> <p>7, 8 Participation in production of magazine cover may indicate the making of <i>a variety of visual design artworks that reflect experiences, responses or a point of view.</i></p> <p>9, 10 Participation in the production of a magazine, or magazine cover, <i>explores ways to develop ideas in visual design artworks and use of a range of materials, techniques and processes to make visual design artworks.</i></p>	
<p>Feedback</p> <p>7 Oral, visual and/or tangible feedback and prompting by the teacher as students identify a target audience for their magazine.</p> <p>8, 9, 10 Oral, visual and/or tangible feedback and prompting by the teacher as students plan and work towards resolving their magazine cover/pages. Opportunities for peer/audience feedback may be provided if magazine covers/pages are displayed.</p>	