# HSC Visual Design Content Endorsed Course – scope and sequence sample

This scope and sequence is a sample of one way the HSC Visual Design course can be structured. Teachers can use this resource as a model to develop their own scope and sequences that are most suited to their context. Artists named in this document are not mandated in the syllabus.

Note that the HSC course commences in Term 4 of a calendar year.

Table 1 – HSC Visual Design sample scope and sequence

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| Unit title | Publications and Information | Packaging | Individual Project – ‘the designer’ |
| Duration | Term 4 Week 1 to Term 1 Week 3 | Term 1 Week 4 to Term 2 Week 6 | Term 2 Week 7 to Term 3 Week 6 |
| Module | Module GD1 | Module PD1 | General GM |
| Practice | In ‘[Brand it](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-11-12/visual-design-11-12#tabs_2_copy0)’, students are to create a logo, web banner and (a) publication(s). They start from the design brief, sketching and conceptualising to digitalising their designs using the Adobe Creative Cloud, including Photoshop, Illustrator and InDesign. | ‘Wrap it up’ engages students to create a series of digital graphic designs that are then placed on products to sell to their target audience. Students will be using Adobe Creative Cloud, including Photoshop, Illustrator and InDesign. | Students develop final works for the school showcase exhibition. They are to independently investigate their visual design practice. |
| Critical and historical investigations | Students will explore graphic design images, concepts and technical information relating to the frames with reference to key Australian visual designers. | Students will explore graphic design images, concepts and technical information relating to the frames with reference to key visual product designers. | Students will investigate key designers that have similar ideas and forms to the student-selected individual project. |
| Forms | Drawing, painting, digital manipulation using Adobe Creative Cloud | Drawing, painting, digital manipulation using Adobe Creative Cloud | Student’s choice |
| Frames | Structural, cultural and postmodern | Structural, cultural and postmodern | Structural, cultural, subjective and postmodern |
| Key artists/examples | Adam Cornish, Ben McCarthy and Alex Gilmore (Evie Group) | Ryan Hicks from Juice Society, The Halo Group, Jimmy Turrell and Steve Stacey. | Individually selected |
| Outcomes | **DM1, DM 2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4** | **DM1, DM 2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4** | **DM1, DM 2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4** |
| Assessment | 25% designing and makingOutcomes assessed: **DM2, DM3, DM4**Produce a series of graphic design images and display them in a mini exhibition. | 35%**Part 1** – 20% designing and makingOutcomes assessed: **DM1, DM3, DM5**Create a series of packed products with digital designs.Part 2 – 15% critical and historical investigationsOutcomes assessed: **CH1, CH3, CH5**Presentation on product designers’ practice. | 40%**Part 1** – 25% designing and makingOutcomes assessed: **DM1, DM5, DM6**Produce an independent series of images and display them in a creative arts showcase.Part 2 – 15% critical and historical investigationsOutcomes assessed: **CH2, CH4**Design process diary and case study activities. |

## References

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[Visual Design Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-design)  © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.

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