Stage 5 Design and Technology – Marketing

Summary

Successful design ideas require marketing to ensure that it is being taken up by the product/service's intended target market. Marketing is the process of using research and advertising to promote products or services.

Duration

10 weeks

Outcomes

- DT5-1 analyses and applies a range of design concepts and processes
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
- DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
- DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

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Unit overview

Students will design the marketing and stall set up for a school fete – a food stall or activity stall, or the sale of one of their previous projects. Students are to work with a 'client' (the stallholder, for example, the year group/ homeroom/ teacher running the fete stall or a fellow class member who will be selling/displaying their work) to develop a marketing plan by researching and analyzing information regarding the product and its target market. Students will utilize communication skills to liaise with their client and to create advertising material for the stall.

Resources overview

The resources and links listed below are referenced within the program but is not an exhaustive list of resources available. Teachers can add to these resources as needed.

Physical resources

- Student and teacher Booklet 'Sell, sell, sell!!'

YouTube

- [The Secret Behind Coca-Cola Marketing Strategy](#) (duration 8:15)

- [Beginning Graphic Design: Fundamentals](#) (duration 6:26)

- [The 4 Ps of The Marketing Mix Simplified](#) (duration 2:46)

- [Beginning Graphic Design: Branding & Identity](#) (duration 6:25)

- [Alice Thorpe's Logo Design](#) (duration 8:51)

- [The Marketing Plan](#) (duration 2:33)

Websites

- copyright.org.au – an introduction to copyright in Australia PDF

- business.gov.au – business names

- ipaustralia.gov.au – Intellectual property and trademarks

Content	Teaching and learning	Evidence of learning	Adjustments and registration

• explore the implications of design practices and factors that affect a project's development	**Teacher**
	
	• Introduce unit
	
	As a class
	
	• Discussion - What is design? What makes a design commercially successful?
	
	• Students to brainstorm in student booklet.
	
	• Discuss factors such as:
	  o Function
	  o Form
	  o Aesthetics
	  o End-user applications
	  o Quality
	  o Trends
	  o Historical, contemporary and future considerations
	
	• Students to make notes on factors that affect design in their booklet.
		• Students' responses demonstrate an understanding of the criteria for a successful design, including:
		  o Function
		  o Form
		  o Aesthetics
		  o End-user applications
		  o Quality
		  o Trends
		  o Historical, contemporary and future considerations	

	Optional extension • Students to research and create a presentation on one or more good design solutions, and outline the factors that affect the design and allowed them to determine that is was a 'good' design. • Adjustment: use worksheet 'Factors affecting design – fill in the blanks' (found in Teacher Booklet)		
• identify opportunities for new	**Students**	• Students document their	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
and better solutions • consider the requirements of end-users and stakeholders • establish and document the requirements and design considerations for a design project • evaluate the quality of a designed solution against criteria for success	• Folio activity – Identification of design considerations, including the needs and opportunities for the design project • Outline the product/service the client is offering for the fete. • Determine if the product needs packaging or a particular stand/set up for the market stall. Consider how to manufacture these items. • Establish and document criteria for success of the design project	design process, including: - outlining the product/service being marketed - identifying packaging requirements - establishing a criteria for success for their designs	
	Teacher • Lead discussion on factors that affect design. Students to elaborate in their booklet. **As a class** Factors affecting design activity. Students to describe the factors affecting the design and production in the particular design areas (such as fashion, graphics and game design). Student complete table in booklet.	• Students' responses demonstrate an understanding of factors that affect design, such as - Function - Form - Aesthetics - End-user applications - Quality - Trends - Historical, contemporary and future considerations	
	Optional adjustments • For the folio activity, the teacher provides a scaffold for students to identify the needs and opportunities related to the design brief. • worksheet – students to circle factors affecting each design area (broken into categories)		

Content	Teaching and learning	Evidence of learning	Adjustments and registration
• identify the purpose of design across a number of focus areas of design • apply a holistic approach by considering the factors affecting design and production in a design project	**As a class** • Watch The Secret Behind Coca-Cola Marketing Strategy (duration 8:15). This video can be referred back to when discussing target market and engagement with the audience, as well as branding. • Discuss the content of the video – what does Coca-Cola build their branding on? Why is engaging with customers so important?	• Students' responses demonstrate an understanding of the importance of engaging with clients and customers	
	Optional extension • Students to research another company's brand and marketing and are to create a short multimedia presentation.		
• generate ideas, research solutions and employ collaborative techniques when developing creative design ideas	**As a class** • Students complete a SWOT analysis of a large company and its marketing/branding, for example, Apple.	• Students analyse the marketing and/or branding of a business, identifying the strengths, weaknesses, opportunities and threats present	
	Optional adjustment • Worksheet – plus, minus, interesting (PMI) of apple and their products/marketing		
• identify the purpose of design across a number of focus areas of design	**As a class** • Discuss – What is marketing? Why do we need marketing? Students to make notes in booklet. • Discuss – What contributes to successful marketing? What does successful marketing look	• Students' responses demonstrate an understanding of what marketing is and why it forms a crucial part of society • Students identify specific	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
	like? How do we achieve it? **Students** • Make notes in booklet.	qualities that contribute to successful marketing	
	Optional extension • Students to write an essay analysing Coca-Cola's marketing strategy.		
• DT5-4 analyses the work and responsibilities of designers and the factors affecting their work • understand ethical responsibilities surrounding Indigenous cultural and intellectual property • understand ethical responsibilities surrounding intellectual property, trademarks and copyright	**As a class** • Discuss – what is intellectual property? What is the difference between patents, copyright and trademarks? • Activity – Students break into groups of three. Students are to take one form of intellectual property each, research it and present/share their findings to their group.	• Students' responses demonstrate an understanding of intellectual property and the rights and responsibilities of designers and businesses. • Students explore the concepts of patents, copyright and trademarks and can differentiate between them.	
	Optional adjustment • Worksheet – students to complete worksheet on Intellectual Property		
• demonstrate an understanding of design, technology and appropriate technology • apply the principles of design to new situations, scenarios, problems and projects	**As a class** • Review the elements and principles of design. • Different design industries have a greater emphasis on applying different principles of design to their products. **Students**	• Students' responses demonstrate an understanding of the elements and principles of design • Students identify how the elements and principles of design might be applied	

|---|---|---|---|
	• Rank (in order of relevance) and justify their choice of the design principles in relation to marketing in the student booklet.	differently in a range of industries	
	Optional extension • Students review a print or online advertisement for a product and analyse its design principles **Optional adjustment** • Students explain how some of the design principles relate to marketing.		
• implement and evaluate a process of design • calculate financial costs of design projects	**Students** • Folio activity - Management • Students to create a timeline for the design and manufacture process • Students to liaise with their client to confirm timelines and cost management.	• Students create and document in their folio a timeline and expected cost outline for their marketing project • Students effectively liaise with their 'client'	
	Optional adjustment • For the folio activity, provide a scaffold/simplified Gantt chart for students to complete. For the design task, the teachers may be the client that the student communicates with.		
• apply a holistic approach by considering the factors affecting design and production in a design project	**As a class** • Watch The 4 Ps of The Marketing Mix Simplified (duration 2:46). • Discuss marketing strategy. A popular tool for determining a marketing strategy is the marketing	• Students' responses demonstrates an understanding of marketing strategy. • Students can outline the 4 P's	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
	mix or 4P's of marketing. **Students** • Make notes in booklet.	that make a marketing mix.	
	Optional extension • Students to research the extension upon the Marketing Mix – the 7 P's. • Watch The marketing mix duration 11:25) • Utilise information from www.business.qld.gov.au/running-business to create an infographic on the 7P's of marketing.		
• develop a range of appropriate techniques to communicate and present design ideas to a targeted audience	**Teacher** • Teacher lead discussion - Communication between designer, client, manufacturer and customer is core to the success of any designer. Good communication is just an important as good design. **Students** • Students to brainstorm ways in which designers can present information to clients/customers in the booklet.	• Students' responses demonstrate an understanding of what effective communication looks and sounds like and why communication is important. • Students identify ways in which designers can communicate with clients.	
	Optional extension • Students to investigate the use of online forms of sharing ideas and communicating with clients (using OneDrive, google drive, MS teams)		
• develop a range of appropriate techniques to communicate and present design ideas to a	**Teacher** • Leads discussion. It is important for designers to	• Students' responses demonstrate an understanding of a variety of visual and	

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targeted audience • design and produce solutions using ICT as appropriate • selects justifies and uses appropriate technology and available resources in the development of design solutions	documents all stages of work that they complete. This usually takes place in a design portfolio. However, designers must use communication methods that the client will understand. **As a class** • Students are to discuss and list visual and graphical communication techniques. **Students** • Student activity –students to experiment with a range of tools (such as Prezi, PPT, MS teams etc) that could be used to create images and/or communicate with clients.	graphical communication techniques. • Students use a range of tools/software that could be used to communicate with their client	
	Optional extension • Teachers could introduce students to Photoshop, Illustrator, Corel Draw or similar software if comfortable/needed. **Optional adjustment** • Students to create a PowerPoint to explain their design process to their client.		
• develop a range of appropriate techniques to communicate and present design ideas to a targeted audience	**As a class** • Discuss and makes notes on the importance of written, oral and digital communication for designers.	• Students' responses demonstrate an understanding of the importance of written, oral and digital communication for designers	
	Optional extension • Students to analyse forms of communication and reference applications for each.		

Content	Teaching and learning	Evidence of learning	Adjustments and registration

• develop a range of appropriate techniques to communicate and present design ideas to a targeted audience	**As a class**
	• Discuss – what is a target audience. Students to briefly describe what a target audience is in booklet.
	• Discuss – How could a designer determine the best way to communicate with their target audience?
	• Expected responses -interviews, surveys, observations, research.
		• Students' responses demonstrate an understanding of:
		  o What a target audience is
		  o how designers could identify their target audience	

	Optional extension • Students are to identify the target market for a range of products/brands. **Optional adjustment** • Students to list the ways designers could communicate with their client.		
• access, identify and summarise information and data • interpret and manipulate data to aid the development of design ideas • research appropriate materials, processes and production methods for design projects • apply and communicate research findings to design projects	**students** • Folio activity- Research • Design and undertake investigations into the target audience. Document the process and findings (make use of tools such as survey monkey or google forms). • Analyse the target audience research and give an overview of the target audience for the product/service.	• Students design and undertake investigations into the target audience for their marketing project. These investigations should be documented in their folio • Students provide an overview of the target audience to their 'client'.	
	Optional adjustment		

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	• Folio activity – scaffold analysis of data – worksheet in teachers booklet.		
• apply the principles of design to new situations, scenarios, problems and projects • DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments • explore the work of past and current designers in commercial, historical and industrial settings from different focus areas of design	**As a class** • Watch Beginning Graphic Design: Branding & Identity (duration 6:25). • Discuss how businesses communicate with their target audience through branding. **Students** • Identify a range of logos and indicate the intended brand style and target market for that business – write responses in booklet.	• Students' responses demonstrate an understanding of what branding is and how it is used to connect with customers	
	Optional extension • Students to research and analyse logos with reference to elements of design. **Optional adjustment** • Worksheet students to look at the logo and identify the brand and what they sell. Students could also suggest who the target market is.		
• consider the requirements of end-users and stakeholders • generate ideas, research solutions and employ collaborative techniques when developing creative design	**As a class** • Watch Alice Thorpe's Logo Design communication (duration 16:27) and/or Alice Thorpe's Logo Design (duration 8:51) and discuss her design and communication process. • Discuss careers of a graphic designer and within	• Students' responses demonstrate an understanding of the process of logo design and how designers communicate designs to their clients • Students identify and explore	

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ideas	marketing and advertising. **Students** • Make notes in booklet.	careers within graphic design, marketing and advertising.	
	Optional extension • Students report on the career requirements, pathway and salary for a graphic designer and or marketing/advertising.		

• DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
 • DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
 • DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
 • consider the requirements of end-users and stakeholders
 • generate ideas, research solutions and employ collaborative techniques when developing creative design ideas
 • undertake tests and experiments to develop design
	Students
	 • Folio activity – Generate design ideas.
	 • Communicate with your client regarding the needs of their business and stall.
	 • Generate design ideas related to:
	     o Stall layout
	     o Logo and branding
	     o Signage for stall (banner)
	     o Flyers
	     o Business cards
	     o Uniform
	     o Packaging/presentation stand
	 • Ensure to seek feedback from your client. Document all communication.
	 • Folio activity – Experimentation.
	 • Experiment with design and construction methods for the packaging or product presentation stand.
		• Students generate design ideas related to:
		     o Stall layout
		     o Logo and branding
		     o Signage for stall (banner)
		     o Flyers
		     o Business cards
		     o Uniform
		     o Packaging/presentation stand
		 • Students experiment with design and construction methods for the packaging or product presentation stand	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
ideas • employ technological processes commonly used in commercial enterprises to develop design projects • select and use a variety of materials, techniques, tools and equipment appropriate to the focus area of design • justify techniques and resources being used in the creation of products, systems and environments for a preferred future • design and produce practical projects in a safe manner • maintain a safe work environment when producing a design project			

• consider the requirements of end-users and stakeholders
• generate ideas, research solutions and employ collaborative techniques when developing creative design ideas
• undertake tests and experiments to develop design ideas
• employ technological
	Teacher
	• Teacher demonstration (and student follow along– Practical skills in design logos and other marketing materials (utilising Illustrator etc.)
	Students
	• Folio activity - Realisation of design ideas
	• Use Photoshop/Illustrator or other to design logo and incorporate it into:
	   o Signage for the stall (Photoshop it into a mock-up or produce to real sign)
		• Students create a logo for their marketing project 'client'
		• Students use this logo and design:
		   o Signage for the stall (Photoshop it into a mock-up or produce to real sign)
		   o Flyer (digital layout or hard copy)
		   o Business cards (digital	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
processes commonly used in commercial enterprises to develop design projects • select and use a variety of materials, techniques, tools and equipment appropriate to the focus area of design • justify techniques and resources being used in the creation of products, systems and environments for a preferred future • design and produce practical projects in a safe manner	o Flyer (digital layout or hard copy) o Business cards (digital layout or hard copy) o Produce uniform/iron on transfer for a T-shirt for stall employees to wear on the day	layout or hard copy) o Produce uniform/iron on transfer for a T-shirt for stall employees to wear on the day	
	Students • Research types of promotion strategies (including print, radio, television, direct, online and social media marketing) and give a brief overview of each.		
	Optional extension • Students are to research and find specific examples of each type of promotional strategy. **Optional Adjustment** • Students are given a range of different types of advertising and are to identify which type of promotional strategy is being used.		
• investigate human, technical and environmental factors	**Students** • Folio activity – Research	• Students identify a promotional strategy suitable	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
affecting design and production in design projects	• Research and determine which forms of promotion strategy would be best for the client. • Create a SWOT analysis for TWO promotional strategies for the stall. From these, provide information to the client recommending the best suited promotional strategy.	for their marketing project 'client' and justify their choice. • Students communicate this to their 'client'.	
	Teacher • Lead discussion on 'preferred futures' – What is the future of marketing? **Students** • Are to create a word cloud based on their preferred future ideas for marketing • Complete preferred futures pages in booklet	• Students' responses demonstrate an understanding of the concept of preferred futures and can outline a preferred future for marketing	

	As a class
	• Watch the marketing plan (duration 2:33)
	Students
	• Answer questions in their booklet
	  o What are the phases of a marketing plan?
	  o What tool could a business use to analyse their business during the first phase of marketing?
	  o According to the video, what lead to the success of the business?
		• Students' responses demonstrate an understanding of:
		  o phases of a marketing plan
		  o the importance of evaluation of each stage of the plan	

• implement and evaluate a process of design • document and evaluate design	**Students** • Folio activity - Evaluation	• Students create a feedback form (focused on the marketing of the event) for the	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
processes and solutions against criteria for success • evaluate the short and long-term consequences of design projects on the individual, society and the environment • justify and document decisions made during the development of design projects • self-assess and peer-assess design processes and solutions	• Students are to design a feedback form for the client to give to customers at the Fete. • Review sales and customer feedback from the event. • Reflection on the design process • Reflection on marketing products and strategy	client to use with customers during the event. • Students use information collected from feedback and sales to evaluate the marketing plan. • Students reflect on and evaluate their design process.	

Evaluation

Evaluation of learning activities should be an ongoing process that happens throughout the delivery of this unit. Teachers should document their evaluation of learning activities throughout the program. The space provided below is to evaluate the overall unit of work.

Assessment overview

This design problem can be altered to suit your school context and students' interests and ability.

The design problem has been written so that student work with a 'client' (the person running the stall) to design and produce marketing plans and material for a stall that will run at a school fete.

This stall can be food-related (such as hot dogs or ice-cream stall), activity-related (such as air-brush or henna tattoos or a splash tank) or the stall can be selling items (student artwork or knick-knacks).

If the school or community are not holding a fete then this unit can be adjusted to design and produce marketing plans and material for items that they may have previously made in the Design and Technology course.