



IDT Unit Plan for Brisbane State High, Term 4, 2016

UNIT TITLE: Out and About

AIMS:

- This unit is designed around the Problem Based Learning (PBL) framework and PBL specific stages of learning,
- It is based on inquiry based learning
- It focuses on literacy, numeracy and ICT literacies associated with Design and Technologies subject area (general capabilities),
- Is designed for Year 11 students based on the accredited worked program suggested by QCAA,
- Connects with the study of maps and charts identified in the Queensland Studies Authority (QSA) course organisation and assessment plan document for Graphics – Senior Syllabus:
Graphic design involves the manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts. Syllabus descriptor: **Develop a tourist map to promote a local region.**

OBJECTIVES:

- Investigates and identifies elements and principles of graphic design,
- Studies the types and nature of maps and how these can represent regions and communities,
- Explores traditional map styles and the new digital and interactive maps,
- Investigates ways in which digital maps have changed the nature of tourism and travel,
- Analyses the factors which influence tourism and therefore map planning and design. These are: socio-cultural, urban, rural, cultural diversity, etc.

GUIDELINES:

- The map design is focused on popular tourist destinations in Queensland but can be applied to any location in Australia,
- The main project (map design) is a formative folio piece assessment and will be completed by the end of the term. By the end of this unit students are required to produce an annotated concept plan for their map with written proposal and justification only (500 words),
- Students will watch a video on basic map developing principles and experience virtual tour guides and augmented reality on both the school computers and a teacher provided device– all during lesson times,
- Later in the term students will participate in an excursion to one of the local tourist attractions with the aim to better evaluate their designed solutions in terms of target audiences needs and perceived places of interest



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KEY QUESTIONS (KQ):

1. What are the key elements and principles of graphic design?
2. What are the key elements of an effective map?
3. What is the significance of orientation and navigation?
4. Australian tourism industry relies largely on international visitors. What key elements of maps (digital or hard copy) would you use in your design in order to cater for visitors from various ethnic and culturally diverse backgrounds?
5. What would make your map environmentally sustainable?

RATIONALE:

Students will appreciate the value of an effectively designed map and its impact on a persons' experience of a place or a region. Students will be able to make connections centred on unity and respect between people and places in a culturally diverse world. Celebrate the difference!

How well a person can navigate through a tourist destination is in direct proportion to their overall enjoyment of that location. As a result, the tourism and the movement of people through an area or a region is impacted directly affecting the influx of money and the visitor return or recommendation to family and friends. This is of particular significance in this present age as all information is passed on very quickly due to the social media. Students will learn the importance of this 'domino effect' maps have on tourism and tourists' experiences. It is important to understand that people do not travel to countries and regions only to come close to experiencing them. A well designed and well informed map can enhance or ruin a persons' trip.

Additionally, this unit will provide students with opportunities to learn about traditional maps, various uses of maps in the area of History and Geography and maps used to identify locations of gold and natural gems people used centuries ago in the early mining industry. This unit will also provide students with an opportunity to analyse and evaluate the specific and perceived needs of target audiences and critically reflect on their designed solutions. More importantly, students will learn and understand key elements and principles of graphic design and map development. Assessment will be:

Formative: annotated sketches of a proposed map

Summative: 400 – 500 words design justification.

LEARNING OUTCOMES:

On the completion of this unit, students will:

1. Learn and recognise key elements and principles of graphic design
2. Demonstrate an understanding of key elements of an effective tourist map



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3. Apply the acquired knowledge of these key elements to construct the map
4. Examine and identify the needs of target audience with aim to gain an understanding of designing for target audiences
5. Justify their design choice and evaluate its effectiveness
6. Modify the design if necessary
7. Demonstrate correct use of grammar, punctuation and language use in their justification.

DIFFERENTIATION AND EXTENSION:

Learning and assessment will be differentiated for the students through the following:

- Scaffolding will be provided for students through additional explanations of the content and assessment task,
- Student question time will be provided during the lesson times to address any confusion or need for additional information for both the content and the assessment,
- If any students are diagnosed with dyslexia, resources will be printed out for them in dyslexic font,
- For students struggling with literacies, subject/topic specific glossary of terms will be developed as a class activity and written on the whiteboard where it will remain for the duration of the unit. Students will copy this in their books.
- Teacher will provide top level structure details for the justification writing genre,
- Allow extra time to complete a task (if needed) and possibly reduce the word count for the justification component,
- Content material will be presented via videos, presentations, hard copies, use of virtual tour guides etc. to engage all learner types.

Learning and assessment will be extended for the high achieving students in the following way:

- Students will be offered an opportunity to create an interactive digital tourist map of the region (can overlay over Google Maps). The map will have hyperlinks to the significant places of interest in the area, restaurants, cultural centres and family attractions. Through the hyperlinks, tourists will be able to book events, restaurants, find out about local products, arts, parking places, costs, beaches etc. For the students interested in programming, the map could have an itinerary building feature or similar. It could offer an area walk through feature via geolocation which all mobile devices have. **Note:** Students are required to create a proposal for this map only by the end of the unit. The final product is due at the end of the term. This will be accompanied by a design process justification of 400 to 500 words.



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UNIT OUTLINE: The title of this unit plan is 'Out and About'. It focuses on teaching students key principles and guidelines of map and graphic design. The unit is designed for year 11 students, is 6 weeks long and consists of 5 lessons per week, combinations of double and single periods. The dimensions for a course of study in this area are: knowledge and understanding, analysing and applying and synthesising and evaluating. By the end of this unit of study students will be able to: explain design problems using design factors, identify design criteria and comprehend graphical principles, procedures and conventions.

Students will:

KNOW – the key principles and elements of map and graphic design and their correct application

DO – identify features of good design; develop, propose and justify an effective map that responds to the design brief and target audience requirements, apply sustainability considerations and evaluate and justify their designed solutions

VALUE – Appreciate the value of good design that responds to the needs of community and technological processes involved in creating designed solutions.

Cross Curricular priority addressed is sustainability; general capabilities addressed are: KLA specific literacy, numeracy, ICT, critical and creative thinking and personal and social capability.

Through this unit, students will learn that, when communicating design ideas for different and culturally diverse audiences, the needs of the audience influence the complexity and presentation of the design. Students will understand that the way they use the elements and principles of design determines how effectively a message is communicated to that audience.

Students will develop visual literacy as they view, read, comprehend and generate graphical representations, that is, visual texts (in this case a map) and consider: a) what can be seen and b) how people interpret what is seen. In order to create an effective well informed map, students will acquire the skills of: using and applying elements and principles of design and graphical communication, the nature of graphical information and techniques for manipulating it.

Lastly, students will learn that a map is like an ID card or a portrait picture of a place or a region. It basically says 'This is who I am', a narrative at a glance. Once this is understood, students will value the importance of correct, appropriate and comprehensive representation of a place or a region.



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Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
1	KQ 1: What are the key elements and principles of graphic design?			
	1-2	<p>Engage: TED Talk – Maps in our Minds by Aris Venetikidis Students will watch a media presentation on some examples of poor graphic design (teacher created PowerPoint). As a class these will be discussed and students will identify what is wrong and why with teachers help.</p> <p>Activity 1: Using provided old magazines and newspapers students will cut out various words, fonts, images, objects etc. and glue them on a blank sheet of paper. Aim: students will see how rearranging elements of design can create a completely new meaning when placed in new context. By doing this they will ‘experience’ the principles of design such as composition, arrangement, colour etc.</p> <p>KQ will be defined and printed resources about the key principles and elements of design will be handed out.</p> <p>Activity 2: Students given a Frayer model diagram (graphic organiser) on which they write: definitions, characteristics, examples and non-examples of graphic design principles and elements (2 sections).</p> <p>Elaborator Questions (EQ) discussed: What makes a good design? If we have elements of design to follow, why do we need principles too? What is the difference? Homework: Bring any map you may have at home to class next lesson (fun park, trip, shopping complex, university precinct etc.).</p>	<p>General Skills developed during week 1: identify and apply map design and graphic design principles and elements. (ACTDEP025) Produce appropriate sketches and drawings to create a designed solution (ACTDEP025 elaborator) Literacy demands: Reading and comprehending multimodal texts, interpreting and analysing texts and learning area vocabulary</p>	<p>The students will participate in two types of assessment by the end of this unit, 1 formative and 1 summative. <u>The formative assessment</u> will be a proposed A3 size map. <u>By the end of week 3</u> students will create an annotated concept sketch of their proposed map design. <u>The summative assessment</u> will be their justification, due W3. Final map will form a part of the student folio, due end of term.</p>
	KQ 2: What are the key elements of an effective map?			
	3-5	<p>Explore: Activity 1: Students will be given a copy of the school’s fire evacuation map</p>	<p>Numeracy demands: spatial cognition</p>	



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		<p>and they will be required to follow its instructions and meet at the assembly area. Discuss: was it easy to read instructions/navigate? Students given a map of the school grounds only with very limited information and asked to use it to get back to class.</p> <p>Activity 2: Using Venn diagram graphic organiser students will write similarities and differences between the two maps. Keep the sheets to continue filling in through the lesson time. Look at various other maps: ones students brought in, Google maps, other maps on-line like parks and places of interest. Write similarities and differences of these maps in their Venn diagrams.</p> <p>KQ will be defined and printed resources about key element and principles of effective maps will be handed out.</p> <p>Term pictogram will be introduced and defined. Various pictograms shown on the school computers and their uses explained. They form a part of universal language of visual communication – fundamental component of map design.</p> <p>EQ 1 discussed: How would you effectively code/decode maps in order to navigate your way through places? Who needs a map? What types of maps exist? Do we use maps just for travel?</p> <p>Terms <u>design brief</u> and <u>target audiences</u> introduced and defined. Students given a design brief to create a tourist map for a region of their choice and the relevant target audience. Assessment task sheet handed out.</p> <p>Students given one whole lesson to brainstorm and decide: the tourist location they wish to represent, determine the target audience and decide</p>	<p>This activity affects spatial reasoning and overall orientation – numeracy skills</p> <p>Literacy demand: Learning area vocabulary Content: Develop a tourist map to promote a local region. (Qld syllabus for senior years – graphics)</p>	<p>As students work on their maps they are required to record any evidence in change of their ideas and plans by photographing, taking screen shots and annotating. Students will print and glue these in their visual diaries or copy and paste into their e-Diaries. This not only serves to authenticate the work but also helps students in preparation to write the justification.</p>



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		<p>how to represent their map, i.e. handmade or digital. Students will create a simple timeline identifying task milestones to help them complete the project on time (teacher assisted).</p> <p>Activity 3: Students will further develop their idea in a 'My Big Idea' graphic organiser.</p> <p>Activity 4: Students will participate in an Internet Scavenger activity and: collect images of maps they like, collect further information about relevant graphic design elements and principles, chose a colour scheme etc. All collected information recorded in either a visual or an E-Diary.</p> <p>Activity 5: Students will visit the website: www.DigitalArts.co.uk and look up the '30 brilliant tips for creating illustrated maps' (collection of tips from world renowned map artists and graphic designers). Record relevant tips in a book or OneNote.</p> <p>EQ 2 discussed: How will you decide what to represent on a map and what to leave out? What drives these choices and what role does the target audience play in this?</p> <p>Students to begin developing their idea on a sheet of A3 paper. <u>Developing skills in:</u> interpretation of brief and target audience needs, graphic representations; spatial awareness when creating compositions, space and ratio; location of north, colour schemes and visual appeal.</p> <p>Before the end of last lesson, students to write reasons for their ideas and choices in OneNote, their visual or e-Diaries in bullet point form in preparation for the written justification.</p>	<p>Skills 3: project management and planning(ACTDEP039)</p> <p>Skills 4 - Numeracy: Spatial reasoning and cognition, visualisation and orientation. Recognising and using patterns and relationships.</p> <p>Skills 5: interpreting the brief analysing the needs of target audience (communication). Literacy demands: Comprehending texts through listening, reading and viewing.</p> <p>Literacy demands: Interpret and analyse learning area texts Composing texts through</p>	



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			speaking, writing and creating Visual Knowledge (understand how visual elements create meaning)	
2	KQ3. Australian tourism industry relies largely on international visitors. What key elements of maps (digital or hard copy) would you use in your design in order to cater for visitors from various ethnic and culturally diverse backgrounds?			
	1-2	Explain/Elaborate: Students will continue developing their ideas on paper referring back to the teacher provided resources and the collected information as necessary. Students given two lessons to work this through and finalise rough sketches and ideas for homework if class time insufficient.	Skills 6: analytical and problem-solving skills	Peer review – sheet provided
	3-5	Whole class activity: Visit BuzzFeed website: 32 Imaginative and Beautifully Designed Maps Activity 1: At the end of the second lesson students will participate in a peer review. Students reminded to provide <u>quality</u> feedback. Students will justify their design choice and evaluate its effectiveness. Self-evaluation: Based on the feedback, students will clarify their ideas, check their ideas against the brief, check their ideas by their own list of decisions and inclusions ('My Big Ideas' sheet) and target audience requirements. Time: half to one lesson, as needed. Students will modify the design if necessary. Activity 2: KWL activity to provide any further clarifications and information if and where needed. KQ addressed.		



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		<p>EQ 1 discussed: If you went to another country as a tourist, what sort of information would you like to have on the map? Do you think culture or social processes have anything to do with the map symbolism?</p> <p>Activity 2: Think, Pair, Share: Students will research this topic on their devices individually, share with a partner and discuss with the class.</p> <p>Self-evaluation: Students to review their ideas by introducing any new symbols or ideas for their map design based on their findings (students expand the knowledge and understanding, make meaning and decisions). Students to continue working on their maps. <u>Developing skills in:</u> producing appropriate sketches and drawings to represent their designed solutions.</p> <p>Rough sketches being completed, students will begin working on their annotated concept plans for the proposed maps. Students who are creating a handmade map will check the media with the teacher and begin experimenting. Students who are creating an electronic version will begin by creating the base layout, symbol layers etc.</p> <p>Homework: Students to begin working on their justifications. Time to complete: one week.</p>	<p>General Capabilities: Intercultural understanding and Personal and social capability</p> <p>Explaining features and modifications of their designs (ACTDEP015 elaborator)</p> <p>Skills 7: ICT - Generate solution to identified challenge Managing and operating ICT</p>	Teacher feedback and comments on findings and decisions
3	KQ3: What would make your map environmentally sustainable?			
	1-2	<p>Evaluate: Students to continue working on their proposed maps. Time allowed: 1 to 2 lessons, as needed.</p>	Generating designed solutions, producing, evaluating (syllabus guidelines)	Reports collected for marking. Feedback provided on the map
	3	Teacher to check with students on their progress with map work and the		



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	4	<p>written justification. Any identified issues to be addressed. Time allowed for this: approximately half a single period. Students to cont. with their work.</p> <p>KQ will be addressed.</p> <p>EQ 1 discussed: Think about how would you make your map sustainable? Organic natural inks and bio-degradable paper for printing are obvious choices. Are there any other? How could your electronic map be sustainable? Students to finalise their justifications in preparation for the submission – summative (next lesson).</p> <p>Students to work on their proposed maps in preparation for the submission - formative (next lesson). To prepare students will: check their work against the rubrics, requirements and do one final evaluation of their work. Students reminded not to forget their annotations.</p>		design.
	5	<p>Finalisation and submission.</p> <p>From first lesson next week teacher will show multimedia presentation on old and traditional maps, ones used in history and geography, mining etc. for information, learning and inspiration.</p>	<p>CCP: sustainability considerations</p> <p>Skills 8: evaluate solutions and propose recommendations (syllabus guidelines)</p> <p>Literacy Demand: Composing texts through speaking, writing and creating</p> <p>Literacy Demands: Reading and comprehending multimodal texts, learning area vocabulary and analysing and interpreting texts</p>	



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Resource Schedule

Week	Lesson Resources
1	<p>First week of lessons – introduction and the start of the design process.</p> <p>1. TED Talk presentation: ‘Maps in our Minds’. We not only use maps but our brains constantly create maps. Orientation, spatial cognition and reasoning. Link: https://www.ted.com/talks/aris_venetikidis_making_sense_of_maps?language=en</p> <p>2. Teacher created PowerPoint on bad graphic design. Shows posters and advertising where graphic design elements were not used correctly to disastrous (and funny) result. Students will be asked to identify what is wrong, why and where was mistake made (i.e. composition, process etc.). This provides an introduction to design.</p> <p>3. Teacher created handouts on elements and principles of graphic and map design.</p> <p>4. www.DigitalArts.co.uk - this website provides great examples of interactive and fun maps created for various audiences by world renowned experts. There are many tips published to help. Students will interact with this AFTER they start working on their designs as it is meant to help and not to provide all the solutions.</p>
2	<p>Second week – developing, evaluating, reasoning, redesigning.</p> <p>5. An inspirational collection of maps made of various types of materials to represent various regions and countries. Link: https://www.buzzfeed.com/angelameiquan/32-imaginative-and-beautifully-designed-maps-70fn</p> <p>Third Week – finalising</p>
3	<p>6. Peer and teacher feedback. As students work on their designs, teacher will visit each individual student to ascertain any gaps in the knowledge and understanding. Based on this the relevant resources will be provided to further scaffold student learning.</p>