



ASSESSMENT TASK 2

DESCRIPTION In this assessment task students will have the opportunity to use the design knowledge and Adobe Illustrator skills they have acquired to complete a client based design brief.

DUE DATE
Week 8

WEIGHT
50%

PART A: DESIGN BRIEF

The Graduate Design Exhibition is a week long annual event which showcases the skills and talents of the top design graduates in Australia. It is a prestigious event, which graduates must apply for and win a place to attend. Invitees are chosen based on achievement and the merit of their portfolio. The event gives new graduates an opportunity to showcase their work and network with creatives to jump-start their careers in their chosen design field. Graduates chosen to participate come from many fields of design including fashion design, graphic design, interior design, print design, 3D design and photography.

Your client requires you to design two posters for the event, of which they will select one.
Using Adobe Illustrator, your posters should be designed in A3 Portrait.

Your poster designs must include:

- the event location,
- the event dates,
- a cohesive colour palette,
- carefully chosen text and/or imagery,
- any other information about the event which you think is important to include.

PART B: PRESENTATION

Students must present their two poster designs to their client in a 2-3 minute classroom or video presentation.

In their verbal presentation students must:

- speak in a clear and confident manner,
- summarise the key ideas used in each poster design,
- explain the reasons for their choices in the use of colour.

SUBJECT TITLE

A10154 The Design Process

COURSE TITLE

CUA30720 Certificate III in Design Fundamentals

DURATION: 9 WEEKS

STATUS: CORE

Pre-requisites: None
Co-requisites: None

TRAINING UNITS

A: CUADES201 Follow a design process

B: CUADES301 Explore the use of colour

C: CUADES302 Explore and apply the creative design process to 2D forms



ASSESSMENT TASK 2 CONTINUED...

DESCRIPTION

PART C: SELF-REFLECTION/EVALUATION

Students must complete a self-reflection/evaluation of their design process and success in meeting the design brief requirements.

Download the document 'A10150 The Design Process_Assessment Task 2C_EVALUATION'. Students must answer the questions provided.

DUE DATE

Week 8

ASSESSMENT SUBMISSION

1. Two A3 Portrait Posters as PDF files.
2. In class or recorded presentation as an .mp4
3. Part C Evaluation Workbook including at least 1 completed Design Feedback Form. Submit as a PDF.

WEIGHT

50%

Where to submit this task:

Go to the Submissions area and select ASSESSMENT TASK 2 folder and submit your work clearly labelled using this naming convention:

- FirstLast_A10154_AT2A_DDMMYY
- FirstLast_A10154_AT2B_DDMMYY
- FirstLast_A10154_AT2C_DDMMYY

MAPPING OF COMPETENCIES AND THEIR ASSESSMENT: CUADES201

This mapping of competencies should be used in conjunction with the subject assessment mapping to ensure each competency is reached by the student as required in each assessment task.

Competency	Assessment		Specific Assessment Task	Evidence of Competency
	1	2		
2.1 Generate different ideas according to challenge requirements 2.2 Explore different options and ideas for meeting requirements and discuss with stakeholders 2.4 Summarise key ideas and present to stakeholders in required format		A: 2.1 2.2 2.4	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Students must develop two (2) poster concepts exploring different options for meeting objectives.
3.2 Carry out testing, prototyping or trialling of proposed solution 3.3 Maintain any required documentation 3.4 Identify problems and seek advice and guidance from others		A: 3.2 3.3 3.4	Assessment Task 2: Design Brief	Assessment Task 2: Design Brief Part B: Presentation Students must present their two poster designs to their client in a 3-5 minute classroom or video presentation. In their verbal presentation students must: <ul style="list-style-type: none"> • speak in a clear and confident manner, • summarise the key ideas used in each poster design, • explain the reasons for their choices in the use of colour.
4.1 Check success of solution based on original objectives 4.3 Review both the solution and the process undertaken and record for future reference		A: 4.1 4.3	Assessment Task 2: Design Brief	Assessment Task 2: Design Brief Part C Self-Evaluation/Reflection Students must complete a self-reflection/evaluation of their design process and success in meeting the design brief requirements.

MAPPING OF COMPETENCIES AND THEIR ASSESSMENT: CUADES301

This mapping of competencies should be used in conjunction with the subject assessment mapping to ensure each competency is reached by the student as required in each assessment task.

Competency	Assessment		Specific Assessment Task	Evidence of Competency
	1	2		
1.1 Identify and access sources of information on colour and colour theory		B: 1.1	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Students must design two event posters Your poster designs must include: <ul style="list-style-type: none"> the event location, the event dates, a cohesive colour palette, carefully chosen text and/or imagery, any other information about the event which you think is important to include.
2.1 Develop ideas on testing, challenging or confirming colour theory 2.2 Test different colours and colour-combinations through experimentation with different ideas		B: 2.1 2.2	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Students must design two event posters Your poster designs must include: <ul style="list-style-type: none"> the event location, the event dates, a cohesive colour palette, carefully chosen text and/or imagery, any other information about the event which you think is important to include.
3.1 Investigate how colour communicates particular ideas 3.2 Select materials, tools and equipment applicable to idea 3.3 Apply colour to communicate idea based on own knowledge of colour and colour theory 3.4 Review own use of colour and what it communicates 3.5 Seek and obtain feedback from others on way colour has been used and its success in communicating idea 3.6 Present and store work samples as required for future use		B: 3.1 3.2 3.3 3.4 3.5 3.6	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Students must design two event posters Your poster designs must include: <ul style="list-style-type: none"> the event location, the event dates, a cohesive colour palette, carefully chosen text and/or imagery, any other information about the event which you think is important to include. Assessment Task 2: Part C Self-Evaluation/Reflection Students must complete a self-reflection/evaluation of their design process and success in meeting the design brief requirements. Students must seek feedback from at least one (1) person about their use of colour using the design feedback form supplied in the workbook.

MAPPING OF COMPETENCIES AND THEIR ASSESSMENT: CUADES302

This mapping of competencies should be used in conjunction with the subject assessment mapping to ensure each competency is reached by the student as required in each assessment task.

Competency	Assessment		Specific Assessment Task	Evidence of Competency
	1	2		
1.1 Identify and access applicable sources of information on 2D design		C: 1.1	Assessment Task 1: Design Workbook	Assessment Task 2: Part A Design Brief Students must design two event posters The poster designs must include: <ul style="list-style-type: none"> carefully chosen text and/or imagery, any other information about the event which you think is important to include.
2.1 Generate different ideas and options for use of 2D design using creative thinking techniques 2.2 Explore and challenge different ideas using experimentation of different 2D designs 2.3 Challenge assumptions, evaluate ideas and refine approaches 2.4 Consciously change perspective, and evaluate ideas and situations in new ways		C: 2.1 2.2 2.3 2.4	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Evidence is in completion of the task. Students must continually challenge, reflect upon and refine their ideas in order to reach a final concept that fits the brief. Students must design two event posters Your poster designs must include: <ul style="list-style-type: none"> the event location, the event dates, a cohesive colour palette, carefully chosen text and/or imagery, any other information about the event which you think is important to include.
3.1 Investigate and examine how a particular idea might be communicated in 2D 3.2 Select materials, tools and equipment applicable to the realisation of idea 3.3 Apply a creative design process to produce different 2D idea realisations 3.4 Examine own application of design process and success in communicating the idea 3.5 Seek and obtain feedback from others about the 2D form and its success in communicating idea 3.6 Present and store concept realisations and work samples as required		C: 3.1 3.2 3.3 3.4 3.5 3.6	Assessment Task 2: Design Brief	Assessment Task 2: Part A Design Brief Evidence is in completion of the task. Students must continually challenge, reflect upon and refine their ideas in order to reach a final concept that fits the brief. Students must design two event posters The poster designs must include: <ul style="list-style-type: none"> a cohesive colour palette, carefully chosen text and/or imagery, any other information about the event which you think is important to include. Assessment Task 2: Part B Presentation Students must present their two poster designs to their client in a 3-5 minute classroom or video presentation. In their verbal presentation students must: <ul style="list-style-type: none"> speak in a clear and confident manner, summarise the key ideas used in each poster design, explain the reasons for their choices in the use of colour. Assessment Task 2: Part C Self-Evaluation/Reflection Students must complete a self-reflection/evaluation of their design process and success in meeting the design brief requirements. Students must seek feedback from at least one (1) person about their use of colour using the design feedback form supplied in the workbook