



## ASSESSMENT TASK 1

### DESCRIPTION DESIGN WORKBOOK

In this assessment task students will work through a series of questions and activities that will take them through the design development stages for their own work and the critical analysis of existing work by others.

To get started, download the Assessment Task 1 Workbook.

### DUE DATE

Week 4

### ASSESSMENT SUBMISSION

Students must complete **all activities** in the workbook. All sources of information must be referenced following standard referencing conventions.

Supporting documentation may be added as additional pages to the back of the workbook.

\*\* Please ensure all additional pages are labelled accordingly \*\*

### Where to submit this task:

Go to the Submissions area and select ASSESSMENT TASK 1. Submit your work clearly labelled using this naming convention: FirstLast\_A10154\_AT1\_DDMMYY

### WEIGHT

50%

### 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

## 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		
1.1 Confirm the nature and scope of the challenge with stakeholders 1.2 Agree on specific objectives with stakeholders 1.3 Identify constraints that may impact the design process 1.4 Identify and source relevant supporting information and assistance	A: 1.1 1.2 1.3 1.4		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 1: Design Brief Students must document the details of the design brief including responsibility, objectives, constraints and required resources.  Part 2: Schedule Students must plan their schedule based on deadlines and assessment requirements.
2.1 Generate different ideas according to challenge requirements 2.2 Explore different options and ideas for meeting requirements and discuss with stakeholders 2.3 Analyse different ideas and feedback and select preferred solution 2.4 Summarise key ideas and present to stakeholders in required format 2.5 Obtain required approvals to progress solution	A: 2.1 2.2 2.3 2.4 2.5		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 4: Design Development Students collate their design development in the form of images and sketches in their workbook.  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.  Part 6: Feedback Students must book a feedback session with the trainer to discuss design development and ideas for progressing to assessment task two. Students must write a reflection of this feedback session in the workbook.
3.1 Schedule key tasks and organise resources required for implementation 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: 3.1 3.2 3.3 3.4		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 2: Schedule Students must plan their schedule based on deadlines and assessment requirements.  Part 6: Feedback Students must book a feedback session with the trainer to discuss design development and ideas for progressing to assessment task two. Students must write a reflection of this feedback session in the workbook.
4.2 Seek feedback from required stakeholders	A: 4.2		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 6: Feedback Students must book a feedback session with the trainer to discuss design development and ideas for progressing to assessment task two. Students must write a reflection of this feedback session in the workbook.

## 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  1.2 Evaluate and collate information on colour and its application in different contexts	B: 1.1 1.2		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 3: Critical Analysis Students must critically analyse the work of others for their use of colour.  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.
2.1 Develop ideas on testing, challenging or confirming colour theory  2.2 Test different colours and colour-combinations through experimentation with different ideas  2.3 Confirm safe use of materials, tools and equipment during experimentation with colour	B: 2.1 2.2 2.3		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.  Part 7: WHS Students must list any tools, materials or equipment they have used and steps taken you ensure safe use.
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	B: 3.1 3.2 3.3		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.

## 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  1.2 Evaluate and collate information on features of 2D design	C: 1.1 1.2		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 4: Design Development Students collate their design development in the form of images and sketches in their workbook.
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		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 4: Design Development Students collate their design development in the form of images and sketches in their workbook.  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.
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	C: 3.1 3.2		<b>Assessment Task 1: Design Workbook</b>	<b>Assessment Task 1: Design Workbook</b>  Part 4: Design Development Students collate their design development in the form of images and sketches in their workbook.  Part 5: Colour Experimentation Students complete colour experiments using various colour combinations that they think will work well together and communicate their idea for the design brief.