This assessment support material is provided in addition to the VCE Visual Communication & Design Assessment Handbook and should be used together with the handbook.
The production of a piece of visual communication involves definition of the communication need, research and use of examples for the inspiration, generation, development and refinement of ideas, ongoing evaluation and the production of final presentations.
Definition of the **communication need**

Establish

• client needs
• purpose/s
• audience/s
• context/s.
I am currently employed as a graphic designer and I have just received a brief from ‘Mortein’. My client wants me to design for them a new brand of insect spray that will give them the edge once more over their closest rival ‘Raid’. My client is seeking to extend their market to the younger generation so the product must be flashy and appealing. The attitudes of the world are changing and Mortein are seeking to capitalise on this, stretching its marketing campaign to the youth. As far as gender goes my client is seeking to attract predominantly young males but young females too. Morten has built itself as a well-known and trusted pest controller for years. They have made themselves known through the ‘Louie the fly’ campaign. That was good for the older generation but now they need a new face of Morten to capture the children of the ‘Louie the fly’ parents. That’s why they have hired me.

The product is to keep up with my client’s standards in low prices yet there will be no holding back in quality; this must be reflected in the label and advertisement campaign. It is to be targeted at the middle class in the socio-economic scale and so must be visually attractive but low in price. My Client requests an example Spray Can be made, a logo in which the product is to be marketed by and a magazine ad showing the appeal to the desired audience. All is to be completed and presented to the client in due time, so that it may be used as a starting point in launching this new product that will again make my client the number one pest controller in the home.
Research – for information and ideas

Requires
research skills including:
• collection
• analysis
• interpretation of information.
Can Label Research

Collection

Analysis

A different spray type but from the same company. The tip is again big and bold. The black makes the type of spray immediately clear.

A top brand in fly sprays. And have some great can graphics. The name is presented large and bold as in the cloud march. The lightning bold bores great too.
Interpretation of information – interpretive method used in this case is a rendered drawing.
Collection, (not shown),

Interpretation of information – using labeled manual freehand lead pencil drawings to familiarize through stylization, exploring the detail of different types of flies, their patterns and form.
At least 2 drawings are required and can be evident at any stage within the design process.

Consideration of how the product will be positioned when held for use shows an awareness of ergonomic considerations and has potential for use in both the logo and advertisement concepts.

Copying of existing photos or drawing is not considered observational drawing.
Generation, development and refinement of ideas

Requires application of researched information and inspiration through:

• exploration of a range of ideas
• annotated and critical appraisal.
The cyclical nature of a design process allows for constant review through critical appraisal.

Here previous research is combined with introduced sourced imagery to generate a new character.

The brief suggested indirectly that a direction could be to challenge the ‘Louie the Fly’ character with one that appealed to a younger audience.

The annotations clearly describe the thinking processes that drove this section of concept development.
On review, it was realized that the product branding required the fly to be the victim rather than an aggressor, so other imagery needed to be developed.

Constant referencing back to the communication need statement or brief, ensured focus was maintained on the client’s needs.
Requires implementation of a variety of trialled:
- materials
- methods
- media
- design elements
- design principles
- presentation formats.
Materials: paper

Media: coloured pencils, ink

Method: drawing [freehand]

Design elements include: letterform, line, shape, colour, texture

Method: computer
Materials:
paper, foil

Media:
coloured pencils

Method:
drawing [freehand]

Design elements clearly evident include:
line, shape, form, texture, colour, tone

Design principles working collaboratively include:
balance/symmetry, pattern, figure/ground, contrast/hierarchy
Method: computer

Media: digital information, ink

Method: drawing 2 dimensional, orthogonal/manual, labeling and equidistant placement of each view should be evident

Media: lead pencil

Method: drawing 3 dimensional, perspective 2 point

Media: coloured pencil, ink

Design elements: colour, form, letterform
Requires selection, refinement and implementation of best solutions according to established:
• client needs
• purposes
• audience/s.
design process

and application of selected:

- materials
- methods
- media
- design elements
- design principles
- presentation formats.
Development of logo was supported by insightful comments that explained decisions made throughout the application of the design process.
A decision to change from the drawing method to the computer method to refine and produce the selected logo was made at this point.
Production and evaluation

Requires

• mock-ups of presentation formats.
Development and refinement of presentation formats for these design alternatives included labels for placement onto an aerosol can.

The full coloured, computer generated mock-ups thoroughly work through the range of design options and enable refinement of technical aspects related to the reproduction of the computer file.

The student continued to review each decision recording critical decisions in annotated information.
Evaluation of mock-ups

Shown is one of a number of mock-ups.

While thoroughly exploring each option, the student did not select this option.
Production and evaluation

Requires
• production of final presentations.
Final presentation:
label design
Final presentation: advertisement

The advertisement places the final presentation/s of the product dispenser and logo in context.
Students are required to:

• Cover each of the key knowledge and key skills dot points globally.
• Use manual freehand drawing.
• Use all of the design elements and design principles.
• Work in both 2 dimensional and 3 dimensional applications.
• Use ICT (information and communications technology).
• Use annotations to record decisions made throughout the design process and refer back to the initial communication need to maintain effective direction.