**ASSESSMENT ACTIVITY 1**

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| **Name of Activity** |
| Promotional Portfolio and Poster Presentation |

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| **Assessment required for this unit** – students must successfully complete all the following assessment to be found competent |
| Production document – written assignmentVisual diary – written assignmentImage portfolio 3 pieces minimum – assignment writtenProject – Poster piece A3 – assignment digital Unit Written Test – Assessment 2 |

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| **Unit** |
| CUADIG304 Create visual design components |

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| **Elements** |
| Clarify work requirementsGenerate and assess ideasDevelop design conceptProduce componentsFinalise visual design components |

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| **Relates to the following performance criteria** |
|  see ‘What you will do’ section: 1.1 – 1.5  |

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| **Assesses the following required knowledge or skill** |
|  see Foundation skills |

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| **Performance evidence** |
| * Explore and experiment with design techniques and visual design and communication principles to produce ideas and concepts for visual design components
* Use design techniques to create visual design components that respond effectively to a project brief
* Present and discuss ideas, concepts and designs with relevant personnel
* Save and archive files using standard industry or enterprise naming conventions.
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| **Knowledge evidence** |
| To complete the unit requirements safely and effectively, the individual must: * Describe differences between traditional and digital methods in creating visual images, and advantages and disadvantages of each
* Describe visual design, typographic and communication principles used to construct visual design components
* Explain safe work practices in relation to working on computers for periods of time  explain the procedure for checking copyright clearance.
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| **Instructions for assessor** |
| 1. The key elements assessed in this project relate to the development of visual design components, preparation and packaging
2. Students need to complete all methods outlined to be competent in this unit.
3. Students must compile the project using digital image editing techniques to successfully present the work.
4. Students are required to meet all the requirements in the ‘What you will do’ section.
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| **Facilities and resources needed for assessment activity** |
| Facilities:Training labSoftware:Must be industry Standard Adobe Photoshop CCThis facility has multiple licenses.Hardware Still digital cameras |

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| **Outcome to be achieved** |
| Students will be required to work in the role of an Advertising and Editorial Photographer. The assessment task involves the development and presentation of a design component portfolio of at least 3 images and an A3 promotional poster piece.Students will be required to present their work as a promotion for the launch of an advertising campaign for ‘Marvellous Melbourne.’ Students will need to develop a written assignment, drawings and design concepts demonstrating the development of ideas. |

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| **What you will do** |
| * 1. **Clarify work requirements – written assignment**
1. Clarify - You will need to clarify the required visual design components with the relevant personnel.
2. Project plan – Identify project timelines and discuss factors that may affect visual design components
* Prepare a project plan that will include;

 Description of each task, materials required, timings and dependencies.1. Target audience and delivery platform – Clarify the target audience and determine format or delivery platform with the relevant personnel.
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| * 1. **Generate and assess ideas – written assignment**
1. Research - You will need to research media products, designs, images, artwork and other creative sources that may inspire visual design ideas and provide a brief, written analysis of 3 existing promotional posters or advertisements- 250 words (word doc.).

This should include screen shots of each.You should discuss;* visual design and communication principles used in each example
* use of typography
* use of other design and layout principles
1. Develop - Develop a range of visual design ideas that are technically feasible, respond to project specifications and provide creative solutions to design issues
2. Present - Present and review visual design ideas with relevant personnel
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| * 1. **Develop design concept - assignment digital**
1. Experiment – Experiment with traditional and digital methods to create required visual design components. At least 3 visual design components (art works) produced by documented analogue (Drawing and Painting) or digital means.
2. Explore – Explore a range of typographical and visual design elements to create components
3. Evaluate – Evaluate initial design ideas with relevant personnel to select final design concept
4. Confirm - Confirm design concept complies with copyright laws
5. Check – Check output format meets delivery platform requirements
6. Adopt – Adopt safe ergonomic practices when using equipment for long periods of time
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| * 1. **Produce components – assignment digital**
1. Develop - Develop components (minimum 3) based on the final design concept using various design techniques
2. Apply – Apply visual design principles and communication principles to produce components that have high visual impact
3. Save – Save components in an appropriate format according to project specifications
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| * 1. **Finalise visual design components – assignment digital**
1. Review - Review visual design components against design and technical specifications
2. Discuss - Discuss and confirm additional requirements or modifications with relevant personnel, and make amendments as required
3. Save - Save and archive visual design components using industry or enterprise naming conventions and version control protocols
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| **Marking guide**  |
| Marking Guide See assessment rubric below |

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| **Name of Activity/Task** | **1.1 Clarify work requirements** |  |
| Date |  | Check box |
|  | 1. *Clarify*
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|  | 1. *Project plan*
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|  | 1. *Target audience and Delivery platform*
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| **Name of Activity/Task** | **1.2 Generate and assess ideas** |  |
| Date |  | Check box |
|  | 1. *Research*
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|  | 1. *Develop*
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|  | 1. *Present*
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| **Name of Activity/Task** | **1.3 Develop design concept** |  |
| Date |  | Check box |
|  | 1. *Experiment*
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|  | 1. *Explore*
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|  | 1. *Evaluate*
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|  | 1. *Confirm*
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|  | 1. *Check*
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|  | 1. *Adopt*
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| **Name of Activity/Task** | **1.4 Produce components** |  |
| Date |  | Check box |
|  | 1. *Develop*
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|  | 1. *Apply*
 |  |
|  | 1. *Save*
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| **Name of Activity/Task** | **1.5 Finalise visual design components** |  |
| Date |  | Check box |
|  | 1. *Review*
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|  | 1. *Discuss*
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|  | 1. *Save*
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| **Assessment Activity Checklist and Record** |
| Candidates Name |  |
| Assessors Signature |  |
| Assessors Name |  |
| Assessors Signature |  |
| Unit of Competency | CUADIG304 Create visual design components |
| Name of Activity/Task | 1.1 to 1.5 |
| Outcome | CompetentNot Competent |
| Date |  |

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| **PORTFOLIO** |
| **VCE VET SCORING CRITERIA** |
| Assessor: Kate Jones | Student:  | Student no:  |
| VCE VET program: CUA 31015 | School no: 01216 | RTO no: 4603 |

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| **CRITERIA** | **LEVELS OF PERFORMANCE** |
|  | **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| **Application of underpinning knowledge** | Displays an understanding of the key concepts and knowledge underpinning the work task/s. |  | Displays a sound understanding of the key concepts and knowledge underpinning the work task/s. |  | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. |
| Applies these understandings in the performance of work functions. |  | Proficiently applies these understandings in the performance of work functions. |  | Effectively applies these understandings in the performance of work functions. |
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| ❑ | ❑ | ❑ | ❑ | ❑ |
| **Planning and organisation** | With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines. |  | Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines. |  | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. |
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| ❑ | ❑ | ❑ | ❑ | ❑ |
| **Expressing ideas and information** | Form and style of expression are generally appropriate for the purpose, audience and situation. |  | Form and style of expression are appropriate for the purpose, audience and situation. |  | Form and style of expression are highly appropriate for the purpose, audience and situation. |
| Relevant information and ideas are communicated. |  | Relevant information and ideas are clearly organised and communicated. |  | Relevant information and ideas are effectively selected and communicated. |
| Understanding and use of industry and enterprise language are demonstrated. |  | A sound understanding and correct use of key industry and enterprise language are demonstrated. |  | A thorough understanding and effective use of industry and enterprise language are demonstrated. |
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| ❑ | ❑ | ❑ | ❑ | ❑ |
| **Content** | The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed. |  | The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed. |  | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. |
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| ❑ | ❑ | ❑ | ❑ | ❑ |
| **Independence** | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. |  | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. |  | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. |
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| ❑ | ❑ | ❑ | ❑ | ❑ |

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| **COMPETENT** **(C or NYC)** | CUADIG304 |
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**Comments**

**NAME OF ASSESSOR: Ms Kate Jones SIGNATURE:**

**GRADE:**