INTRODUCTION

A. What is the subject about?

Graphic Design is the art of visual communication that combines images, words and ideas to convey information to an audience. The graphic designer is responsible for arranging and using elements in different types of media to provoke a response and to promote or convey specific types of visual communication.

B. Why is this subject important in the learning programme?

The subject provides students with skills to identify and solve problems relevant to the graphic design industry. The subject empowers students to create and combine symbols, images and/or words to create visual representations of ideas and messages. Students will be able to use typography, visual art and page layout techniques to produce final results. Composition is one of its most important features. Graphic Design refers to both the designing process by which the communication is created and the products (designs) which are generated.

C. The link between this subject and Critical and Developmental Outcomes

Graphic Design will develop critical and creative thinking and communication skills as well as relevant technological skills in relation to the graphic design industry and the public at large. Students will understand and practice aesthetic values and use graphic design communication tools in a responsible manner towards the environment and consumers.

The following critical outcomes are addressed by Graphic Design:

- Identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made
- Work effectively with others and as a member of a team, group, organisation or community
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organise and critically evaluate information
- Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written presentation

D. Factors that contribute to achieving Learning Outcomes

Students with an interest in visual communication and aesthetics as well as the challenge of evoking a response from an audience will enjoy the subject. It will suit people who wish to acquire lateral thinking skills and communicate through various technological platforms. Students will be required to work both individually and in teams in an organised and disciplined manner. Students who are able to follow instructions, have self discipline and are responsible will thrive in this subject.
CONTENTS

1. DURATION AND TUITION TIME
2. SUBJECT LEVEL FOCUS
3. ASSESSMENT REQUIREMENTS
   3.1. Internal assessment
   3.2. External assessment
4. WEIGHTED VALUES OF TOPICS
5. CALCULATION OF FINAL MARK
6. PASS REQUIREMENTS
7. SUBJECT AND LEARNING OUTCOMES
   7.1 Elements and principles of graphic design
   7.2 Formal drawing and observation skills
   7.3 Desktop publishing and digital design concepts
   7.4 Layout and typography
   7.5 Photographic manipulation
   7.6 Three dimensional design
   7.7 Multimedia
   7.8 Presentation animation
   7.9 Play-out and production
8. RESOURCE NEEDS FOR THE TEACHING OF GRAPHIC DESIGN LEVEL 2
   8.1 Physical resources
   8.2 Human resources
   8.3 Other resources
1 DURATION AND TUITION TIME
This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

Exit Level Outcome: Explain and use graphic design elements and media to convey visual communication.
To effectively use basic design processes to compose concepts in a graphic design field.
To demonstrate and communicate basic graphic designs in the relevant design industry.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component
The theoretical component forms minimum 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Graphic Design Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical component
The practical component forms minimum 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Graphic Design Level 2 takes the form of assignments, practical exercises, case studies and practical examinations.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic.

- Some examples of practical assessments include, but are not limited to:
  A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
  B. Exhibitions by students
  C. Visits undertaken by students based on a structured assignment task
  D. Research
  E. Task performance in a “Structured Environment”

- Definition of the term “Structured Environment”
For purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment.

- Evidence in practical assessments
All evidence pertaining to evaluation of practical work must be reflected in the student’s Portfolio of Evidence. Assessment instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.
3.1.3 Processing of internal assessment mark for the year
A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark
Internal assessment is subjected to internal and external moderation procedures as set out in the National Examinations Policy for FET College Programmes.

3.2 External assessment (50 percent)
A national examination is conducted annually in October/November by means of theory paper(s) set and moderated externally. A practical component will also be assessed. External assessment details and procedures are set out in the Assessment Guidelines: Graphic Design (Level 2).

4 WEIGHTED VALUES OF TOPICS

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>WEIGHTED VALUE</th>
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<tbody>
<tr>
<td>1. Elements and principles of graphic design</td>
<td>20%</td>
</tr>
<tr>
<td>2. Formal drawing and observation skills</td>
<td>10%</td>
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<tr>
<td>3. Desktop publishing and digital design concepts</td>
<td>10%</td>
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<tr>
<td>4. Layout and typography</td>
<td>10%</td>
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<tr>
<td>5. Photographic manipulation</td>
<td>10%</td>
</tr>
<tr>
<td>6. Three dimensional (3D) design</td>
<td>10%</td>
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<tr>
<td>7. Multimedia</td>
<td>10%</td>
</tr>
<tr>
<td>8. Presentation animation</td>
<td>10%</td>
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<tr>
<td>9. Play-out and production</td>
<td>10%</td>
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**TOTAL** 100

5 CALCULATION OF FINAL MARK

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<tbody>
<tr>
<td>Internal assessment mark:</td>
<td>Student’s mark/100 x 50 = a mark out of 50 (a)</td>
</tr>
<tr>
<td>Examination mark:</td>
<td>Student’s mark/100 x 50 = a mark out of 50 (b)</td>
</tr>
<tr>
<td><strong>Final mark:</strong></td>
<td>(a) + (b) = a mark out of 100</td>
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All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Graphic Design Level 2, the student should have covered the following topics:

- Topic 1: Elements and principles of graphic design
- Topic 2: Formal drawing and observation skills
- Topic 3: Desktop publishing and digital design concepts
- Topic 4: Layout and typography
- Topic 5: Photographic manipulation
- Topic 6: Three dimensional (3D) design
- Topic 7: Multimedia
- Topic 8: Presentation animation
- Topic 9: Play-out and production
TOPIC 1: ELEMENTS AND PRINCIPLES OF GRAPHIC DESIGN

Subject Outcome 1.1: Study the history of art and design

Learning Outcomes
The student should be able to:
• Describe the history of art and design during the late 19th and 20th centuries.
• Explain how previous design movements impact modern design and art movements.

Subject Outcome 1.2: Explain basic design theory and graphic design elements and principles

Learning Outcomes
The student should be able to:
• Explain basic design theory
• Explain how basic design theory forms part of the elements and principles of graphic design.

Subject Outcome 1.3: Recognise and apply graphic design process elements

Learning Outcomes
The student should be able to:
• Explain and demonstrate the use of graphic design elements (range: line and line quality, shape, mass, texture, colour, space, composition, balance and form).
• Investigate and explain the processes of graphic design (range: posters, logos and corporate identities).
• Use the design process to plan a hand rendered, market related project.
• Explain and use basic evaluation criteria on the project.

TOPIC 2: FORMAL DRAWING AND OBSERVATION SKILLS

Subject Outcome 2.1: Use basic hand generated drawing techniques and technology to create images

Learning Outcomes
The student should be able to:
• Recognise and develop fundamental drawing skills
• Develop drawing as an indispensable tool in the graphic design process
• Develop the ability to use drawing media for self-expression
• Analyse and evaluate the nature and qualities of drawing media and materials

Subject Outcome 2.2: Transform images for import and usage.

Learning Outcomes
The student should be able to:
• Demonstrate creative use of drawing techniques and processes
• Develop and apply a visual language
• Explain and adapt images for further development

Subject Outcome 2.3: Generate a range of hand drawings

Learning Outcomes
The student should be able to:
• Experiment with a range of mixed media techniques
• Experiment with drawing as a tool to promote ideas

TOPIC 3: DESKTOP PUBLISHING AND DIGITAL DESIGN CONCEPTS

Subject Outcome 3.1: Explain desktop elements and principles

Learning Outcomes
The student should be able to:
• Explain the basic digital environment
• Explain desktop elements
• Explain desktop principles
Subject Outcome 3.2: Explain and use desktop tools and resources

Learning Outcomes
The student should be able to:
- Explain functions and applications of desktop tools and resources
- Digitally create basic graphic design concepts using desktop tools and resources for working effectively in a variety of basic desktop programmes

Subject Outcome 3.3: Describe and apply desktop processes

Learning Outcomes
The student should be able to:
- Determine and correct pre-layout errors
- Describe and apply desktop processes for working effectively in a variety of basic desktop programmes, including lay-out, image selection and appropriate format.
- Describe and apply desktop processes to develop different designs (range: calendars, charts, decision trees, flyers and forms).

TOPIC 4: LAYOUT AND TYPOGRAPHY

Subject Outcome 4.1: Prepare and execute storyboards

Learning Outcomes
The student should be able to:
- Prepare storyboards
- Execute storyboards

Subject Outcome 4.2: Explain and apply typography and layout as a visual communicator in the graphic design process

Learning Outcomes
The student should be able to:
- Describe the history of typography
- Explain typography types appropriate to specific graphic design layouts
- Explore and experiment with a range of basic layout designs
- Apply typography and layout (range: posters, logos and corporate identities)

TOPIC 5: PHOTOGRAPHIC MANIPULATION

Subject Outcome 5.1: Explain and apply basic digital photographic terminology and methods

Learning Outcomes
The student should be able to:
- Describe basic digital photographic terminology in the graphic design field
- Use basic digital photographic methods in a graphic design

Subject Outcome 5.2: Explain and apply basic digital photographic processes and techniques

Learning Outcomes
The student should be able to:
- Illustrate basic photographic techniques (range: colour, positive and negative, depth of field)
- Describe basic digital photographic processes in the graphic design field
- Use basic digital photographic processes in the graphic design field

TOPIC 6: THREE DIMENSIONAL (3D) DESIGN

Subject Outcome 6.1: Explain and apply basic principles of 3D design as a graphic medium

Learning Outcomes
The student should be able to:
- Identify different target markets and explain the relevance of 3D designs within the graphic design market
- Demonstrate how different materials are used in the 3D process

Subject Outcome 6.2: Use industry standard design packages
Learning Outcomes
The student should be able to:
- Explain the relevance of *form follows function* and how the package suits the contents
- Use the *form follows function* technique
- Create basic computer generated imagery

TOPIC 7: MULTIMEDIA

Subject Outcome 7.1: Explain multimedia concepts for television and film
Learning Outcomes
The student should be able to:
- Explain basic concepts of illustration, design and conceptualising for television
- Explain basic concepts of illustration, design and conceptualising for the film industry

Subject Outcome 7.2: Explain and apply multimedia as a digital tool
Learning Outcomes
The student should be able to:
- Describe and demonstrate the visual elements and language of multimedia
- Demonstrate the correct digital multimedia platforms used in basic multimedia projects
- Apply basic multimedia skills using specific multimedia platforms

TOPIC 8: PRESENTATION ANIMATION

Subject Outcome 8.1: Explain and create presentation animation
Learning Outcomes
The student should be able to:
- Study examples of animation case studies
- Prepare a personal presentation animation portfolio
- Create a personal animation portfolio presentation

TOPIC 9: PLAY-OUT AND PRODUCTION

Subject Outcome 9.1: Explain and apply collection on memory devices
Learning Outcomes
The student should be able to:
- Explain collection on internal and external memory devices
- Perform collection on internal and external memory devices

Subject Outcome 9.2: Describe and demonstrate output on a personal computer
Learning Outcomes
The student should be able to:
- Describe output on a personal computer
- Produce output on a personal computer by making print-outs
8 RESOURCE NEEDS FOR THE TEACHING OF GRAPHIC DESIGN LEVEL 2

8.1 Physical resources
A "structured environment" that is equipped with all necessary material, devices and equipment to represent the practical environment found in the Graphic Design sector should be set up so that students can get hands-on training and perform practical assignments for assessment purposes.

8.2 Technology and Research
- Computers, scanners and printers for students to complete assignments, case studies and projects
- Software programmes e.g. Computer Software package, 3D Animation, Flash etc.
- Sufficient electrical power to connect computers, printers and scanners
- Access to the Internet to do research
- Research software, for example, Encarta
- Subject-related magazines, DVDs and videos
- Daily newspapers
- Reference books
- List of stakeholders for presentations, guest speakers and practical experience
- Secure store room

8.3 Human resources
The lecturer should:
- Have a qualification in Graphic Design
- Be a subject matter expert
- Be a Competent lecturer
- Be a life-long student
- Be in possession of a NQF level 5 teaching qualification
- Be conversant with OBE methodologies

It is of paramount importance that lecturers working environment attend seminars and upgrading workshops in order to be updated and re-skilled with the latest developments in technology, show ongoing interest in new developments and innovations; and have industry experience

8.4 Other resources
- Consumables and stationery
- Assessment Guidelines
- Workbooks
- Files