

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Visual Communications Curriculum links directly to:

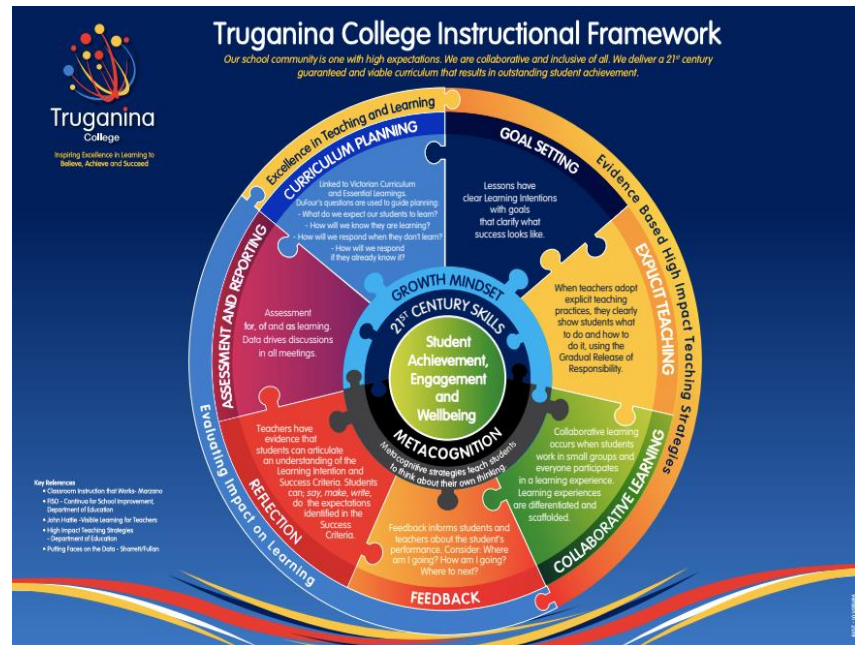
HIGH IMPACT TEACHING STRATEGIES (HITS)



The planning, teaching and learning of the Visual Communication links directly to the College's Strategic Plan goals:

- Goal 1: To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2: To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3: To increase community connectedness in supporting outstanding student achievement.

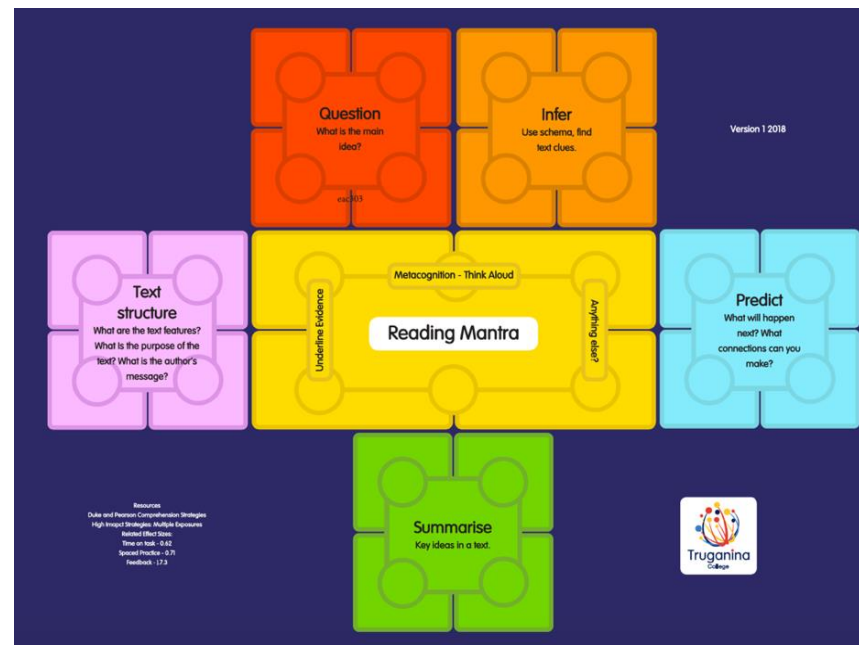
Instructional Framework



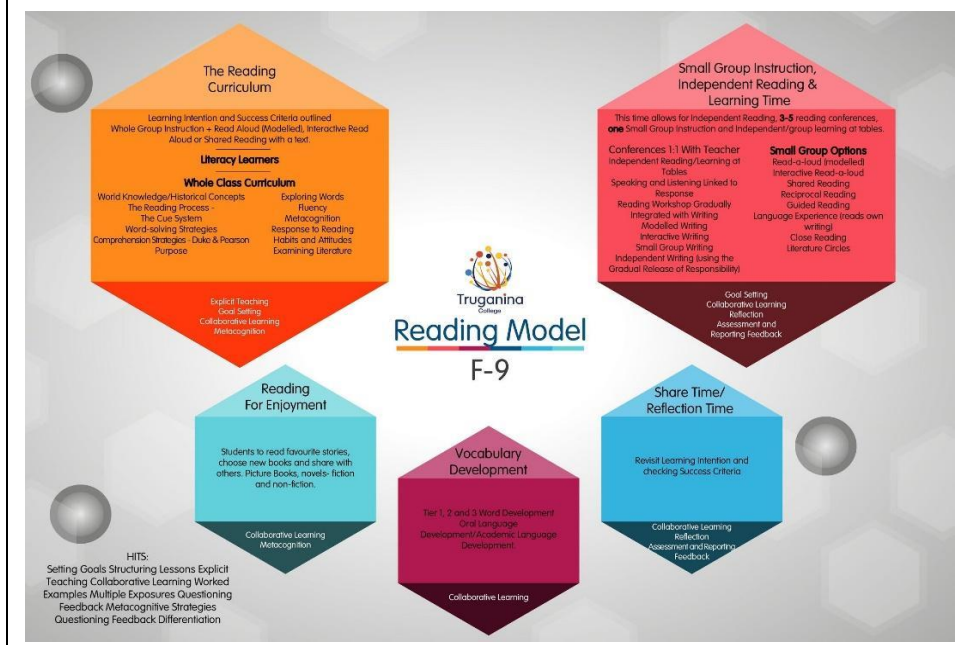
Curriculum Planning- Refer to DuFour's Questions

Assessment & Reporting – Data drives discussion in all meetings

Reading Mantra



Reading Model



	Term 1	Term 2	Term 3	Term 4
RE-IGNITE-Components of the IGNITE Curriculum to be revisited.				
Year 7	<p style="text-align: center;">PACKAGING DESIGN</p> <p>Meta-Cognition Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)</p> <p>Inferring and Visualising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p> <p>Present and Perform Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003)</p> <p>Respond and Interpret Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts (VCAVCDR005)</p>	<p style="text-align: center;">PRODUCT DESIGN</p> <p>Questions and Possibilities Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements (VCCCTQ032)</p> <p>Think-Aloud and Summarising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p> <p>Present and Perform Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003)</p> <p>Respond and Interpret Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts (VCAVCDR004)</p>	<p style="text-align: center;">PACKAGING DESIGN</p> <p>Meta-Cognition Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)</p> <p>Inferring and Visualising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p> <p>Present and Perform Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003)</p> <p>Respond and Interpret Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts (VCAVCDR005)</p>	<p style="text-align: center;">PRODUCT DESIGN</p> <p>Questions and Possibilities Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements (VCCCTQ032)</p> <p>Think-Aloud and Summarising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p> <p>Present and Perform Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003)</p> <p>Respond and Interpret Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts (VCAVCDR004)</p>
Year 8	<p style="text-align: center;">GRAPHIC POSTER DESIGN</p> <p>Reasoning Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions (VCCCTR038)</p> <p>Inferring and Setting a Purpose</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p>	<p style="text-align: center;">ARCHITECTURE DESIGN</p> <p>Questions and Possibilities Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)</p> <p>Visualising and Summarising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p>	<p style="text-align: center;">GRAPHIC POSTER DESIGN</p> <p>Reasoning Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions (VCCCTR038)</p> <p>Inferring and Setting a Purpose</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002)</p>	<p style="text-align: center;">ARCHITECTURE DESIGN</p> <p>Questions and Possibilities Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)</p> <p>Visualising and Summarising</p> <hr/> <p>Explore and Represent Ideas Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001)</p>

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Year 9	<p style="text-align: center;">TECHNICAL DRAWING CONVENTIONS</p> <p>Meta-Cognition Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)</p> <p>Questioning & Predicting</p> <hr/> <p>Explore and Represent Ideas Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)</p> <p>Present and Perform Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)</p> <p>Respond and Interpret Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)</p>	<p style="text-align: center;">THE DESIGN PROCESS</p> <p>Questions and Possibilities Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)</p> <p>Visualising & Summarising</p> <hr/> <p>Explore and Represent Ideas Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)</p> <p>Present and Perform Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)</p> <p>Respond and Interpret Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)</p>	<p style="text-align: center;">TECHNICAL DRAWING CONVENTIONS</p> <p>Meta-Cognition Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)</p> <p>Questioning & Predicting</p> <hr/> <p>Explore and Represent Ideas Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)</p> <p>Present and Perform Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)</p> <p>Respond and Interpret Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)</p>	<p style="text-align: center;">THE DESIGN PROCESS</p> <p>Questions and Possibilities Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)</p> <p>Visualising & Summarising</p> <hr/> <p>Explore and Represent Ideas Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007)</p> <p>Visual Communication Design Practices Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)</p> <p>Present and Perform Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)</p> <p>Respond and Interpret Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)</p>

The Visual Communication Design Curriculum links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching: <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **21st century Learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn

Ways of Working: Communication & Collaboration

Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career

Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

- **Critical & Creative Thinking Curriculum**

For the structure, scope and sequence and resources see Link:

<https://victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence>