

# Brief

I plan to design a new promotional identity for the Tour Down Under. As it is an annual event, a new logo and poster is needed.

Being a popular event in Adelaide, the new identity should be recognisable to all age groups as this is the target market. The poster should also represent the best of the Tour Down Under showcasing the talent that is on display each year. The purpose of this design is to present and promote the Tour Down Under 2010. It should be noted that the poster and logo require a contemporary and unique theme that captures the audience's attention, however there should be no repetition of previous poster ideas.

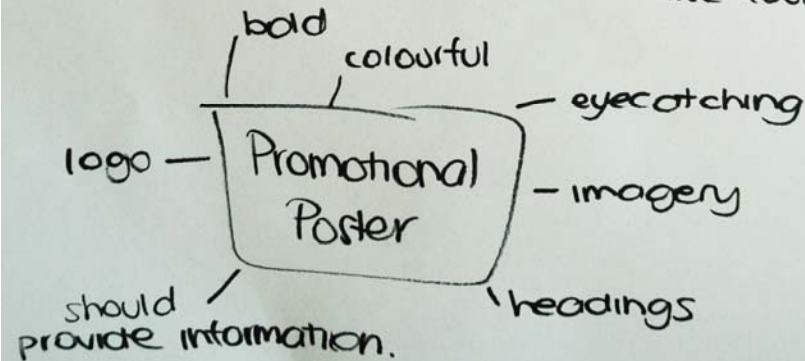
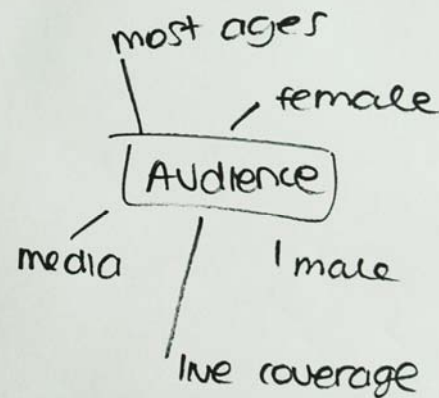
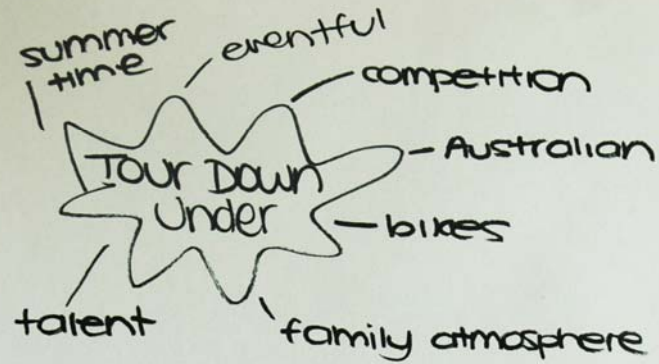
## **Practical Application**

Organised documentation of creative visual thinking and/or problem-solving processes.

## **Analysis and Synthesis**

Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.

# Brainstorm



## Analysis and Synthesis

Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.

# research sport posters.



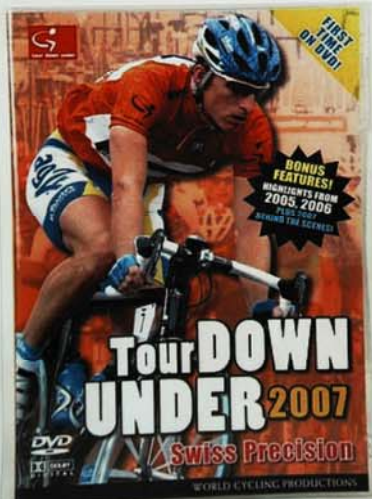
→ I like how the image has been sketched almost, adds a unique element to the poster.  
The blue retro text is a cool idea as well.



See Australia's best Men and Women artistic gymnasts in action



↳ blue is a dominant shade in this poster design.

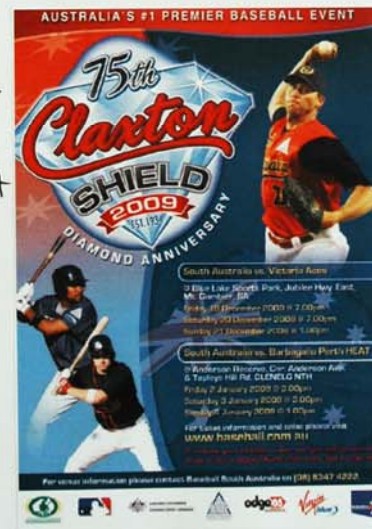


→ text is eye-catching and bold which makes it stand out.

# research sport posters.

↳ I like the use of the blue - it makes the poster bold & eye-catching

↳ text stands out



↳ too busy

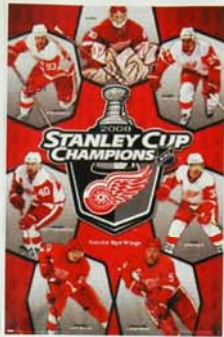
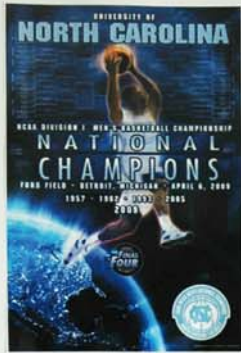
**Knowledge and Understanding**  
Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.

Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.

Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.



# research sport posters



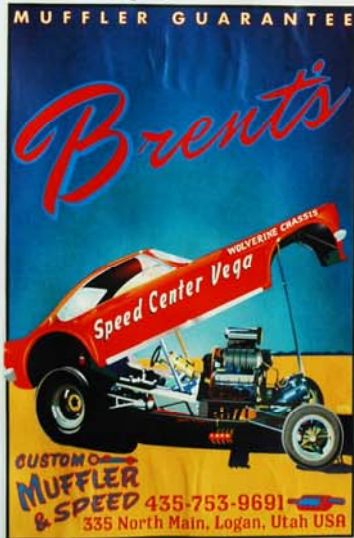
→ I like how the text matches imagery



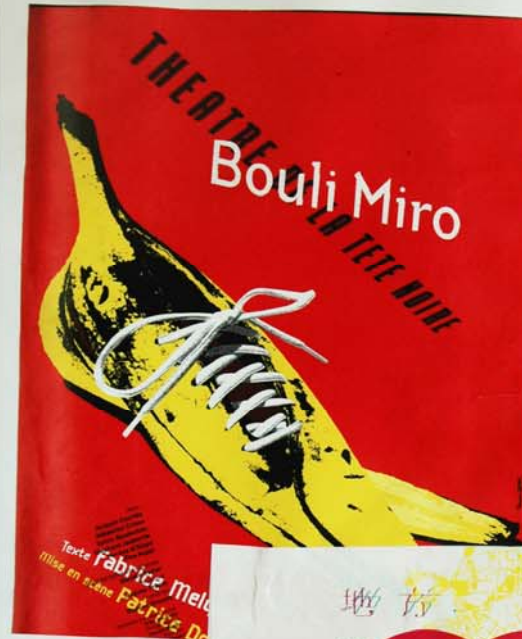
→ too much of the one colour.

## OTHER POSTERS

I like how both posters are cartoons



# research POSTERS



→ I like how this poster incorporates cartoon images.



↑  
The two bold colours make the poster stand out



← the poster doesn't stand out, however I like the use of shape.

## Knowledge and Understanding

Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.

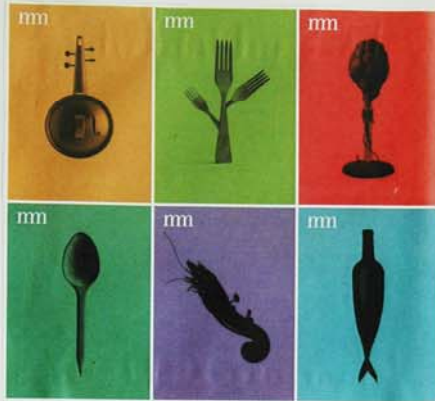
Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.

## Analysis and Synthesis

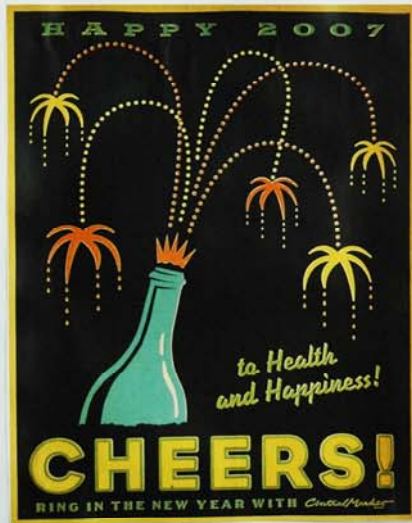
Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.



# Research

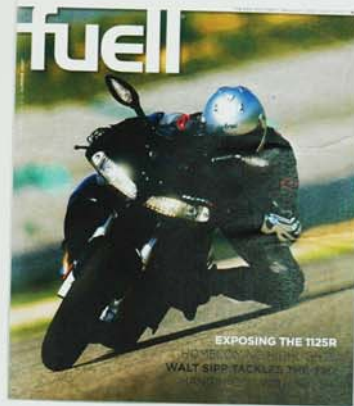


← six sections



I like how this poster is a cartoon image.

← could be a magazine cover



Use of line works effectively to represent the ocean and tide moving as a result of a boat passing.

# Research



← I like the layering as well as the square boxes of images and text. This idea could be useful in my design.



← bright and colourful

← too much information on poster though

bold and eye-catching heading.



too small to read

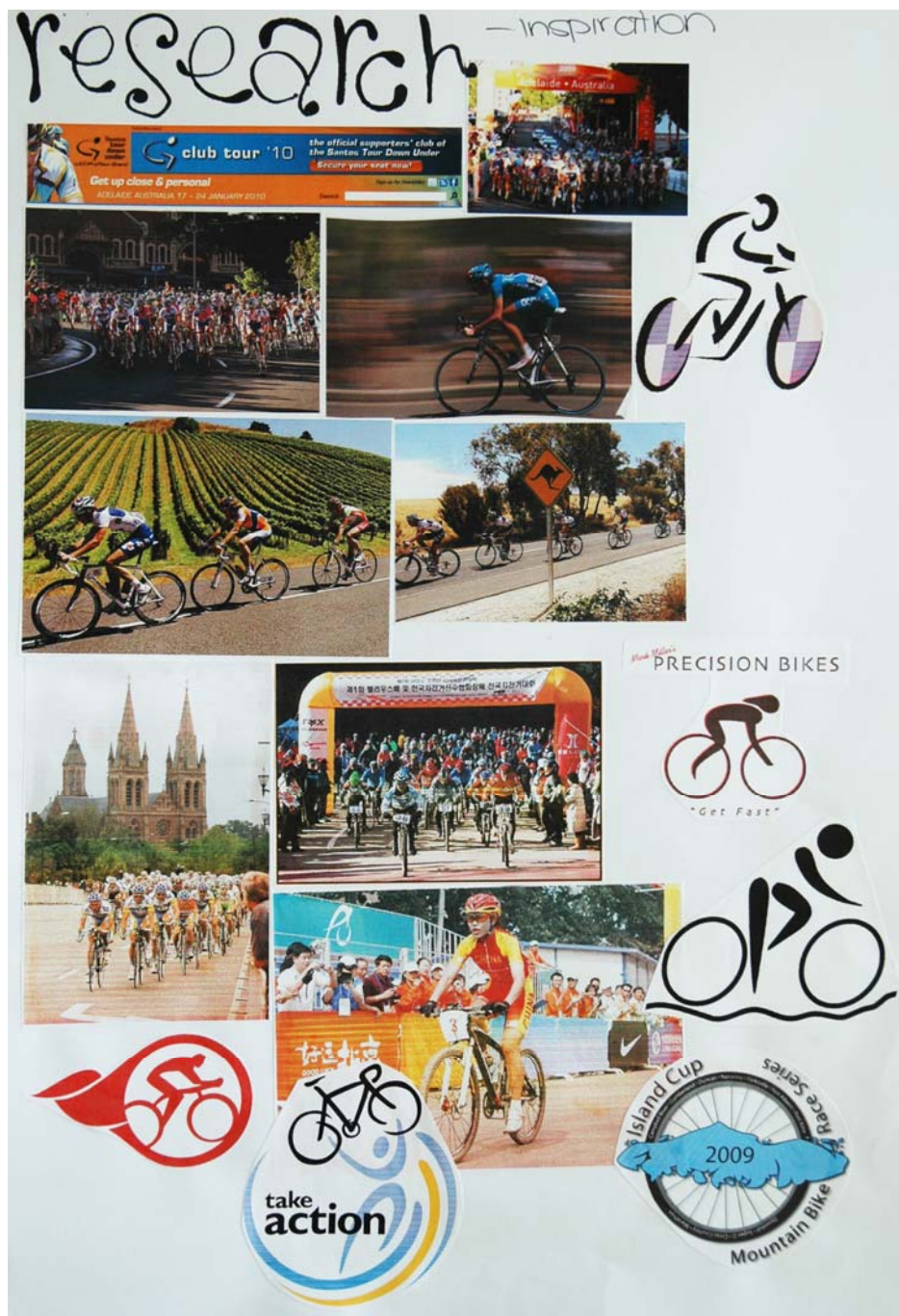
## Knowledge and Understanding

Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.

Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.

## Analysis and Synthesis

Some basic summary and description of visual arts learning, with elements of evaluation.





# Photos



I like the side shots.



too far away

# Photos

I like the riding off photos



the biker and bike shots are great.



not useful

**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

# Ideation

tour down  
under

**Tour  
Down  
Under**

TOUR DOWN UNDER

**Tour  
Down  
Under**

**Tour DOWN  
Under**

Tour  
Down  
Under

**TOUR  
DOWN  
UNDER** Tour  
down  
Under

Tour  
Down Under

~~tour~~

tour down under

tour  
down  
Under

**Tour  
Down  
Under**

TOUR DOWN UNDER

**Tour Down Under**

## Practical Application

Considered conceptualisation and development of imaginative or personally relevant visual ideas.

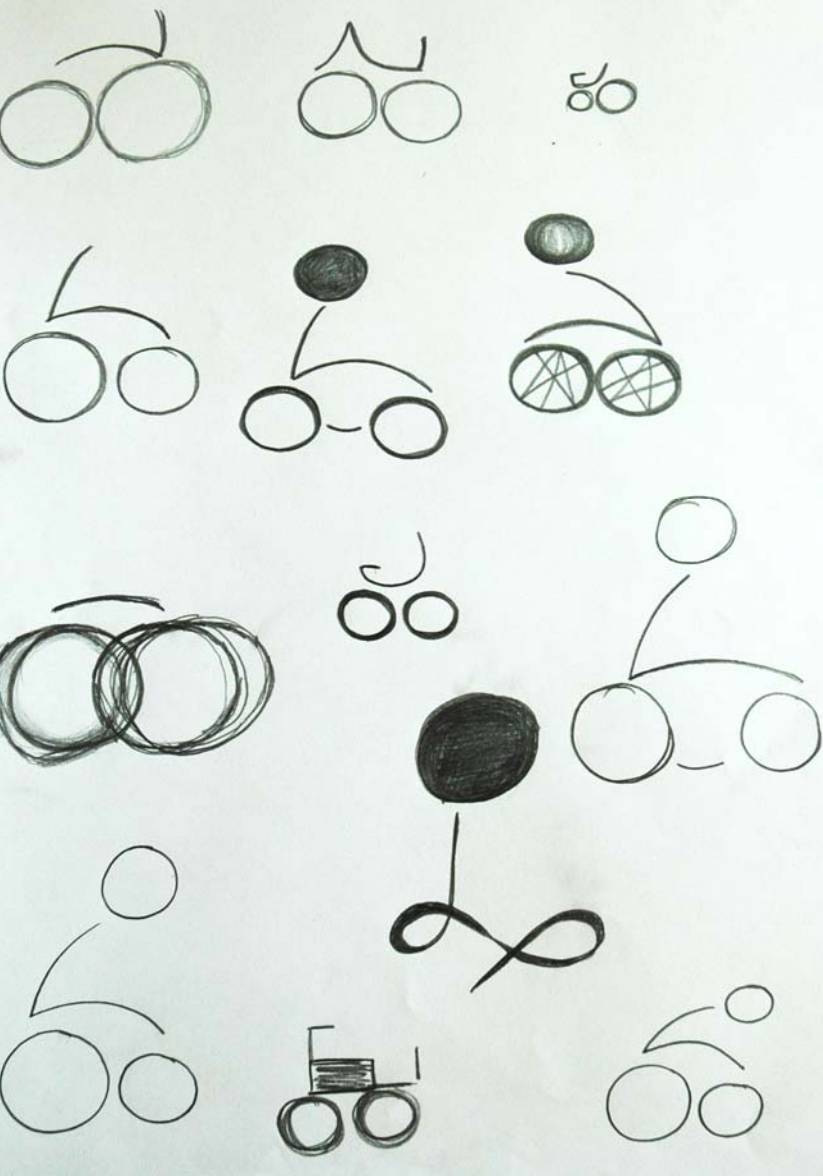
Competent exploration to refine technical skills and use media, materials, and technologies.

Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.

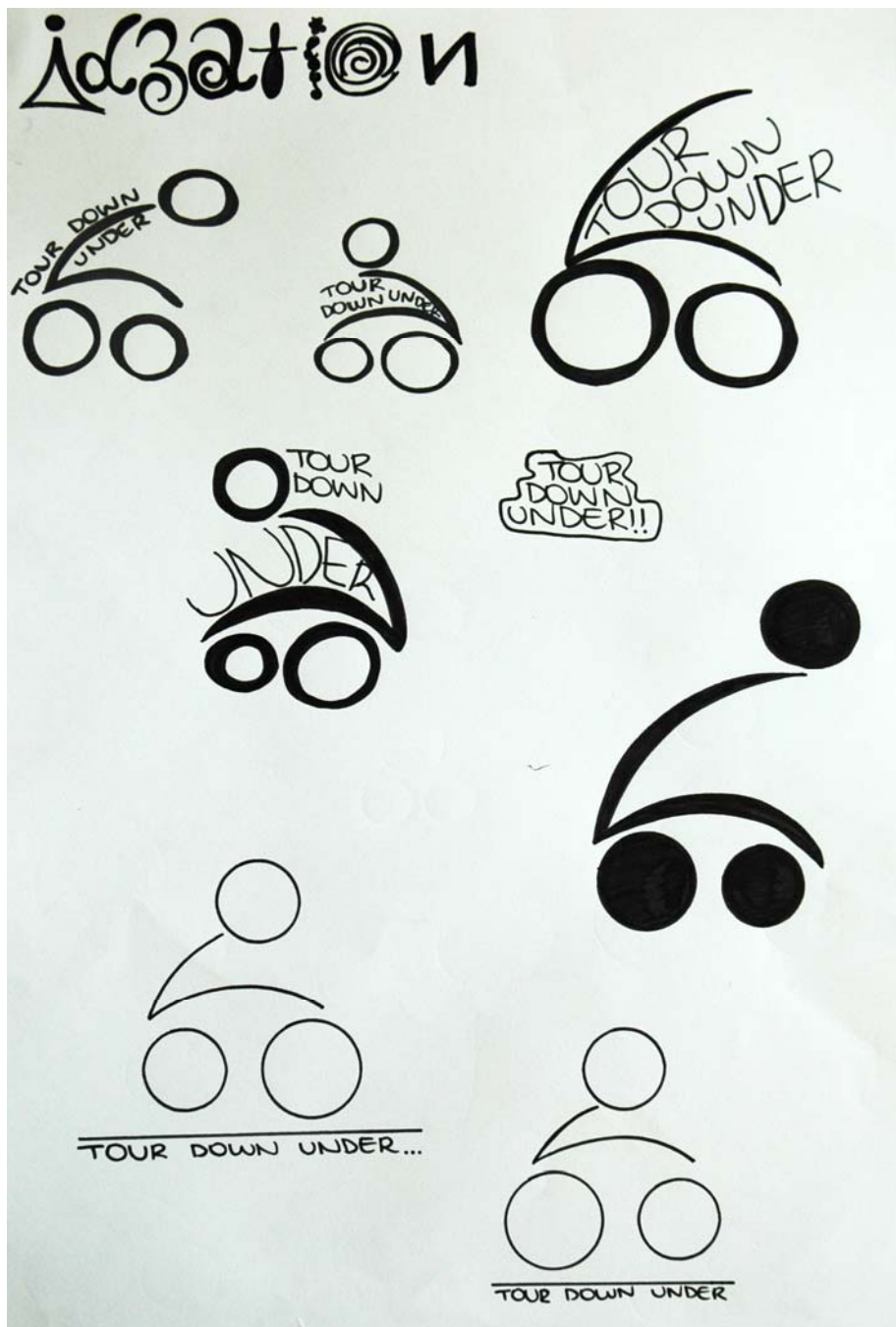


# Ideation

- logos:  
simple bike designs.



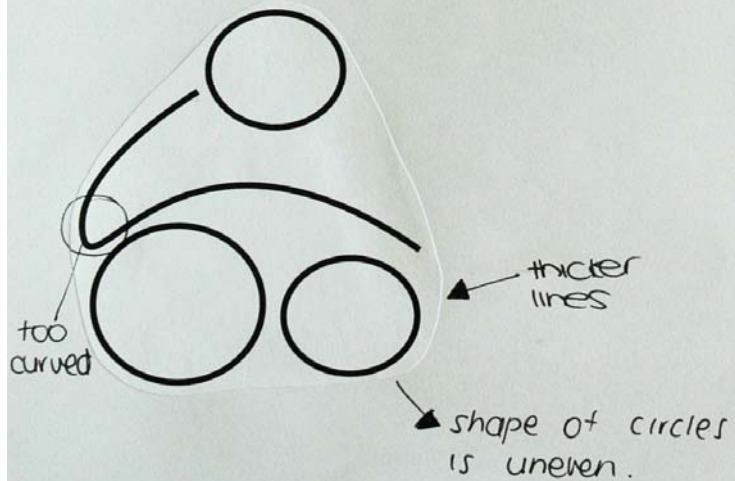
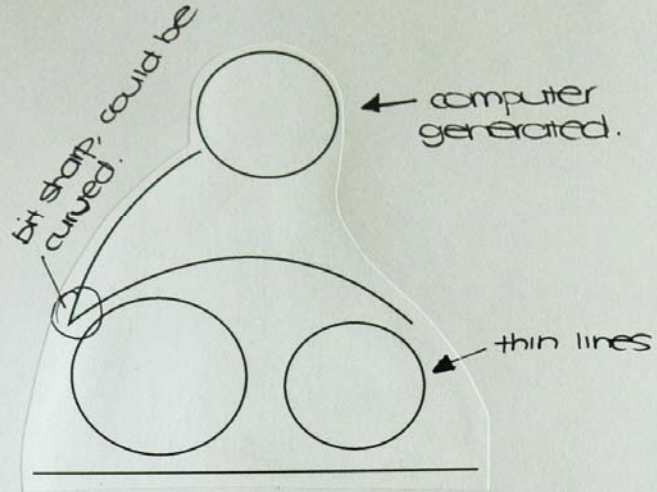
Competent exploration to refine technical skills and use media, materials, and technologies.



**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

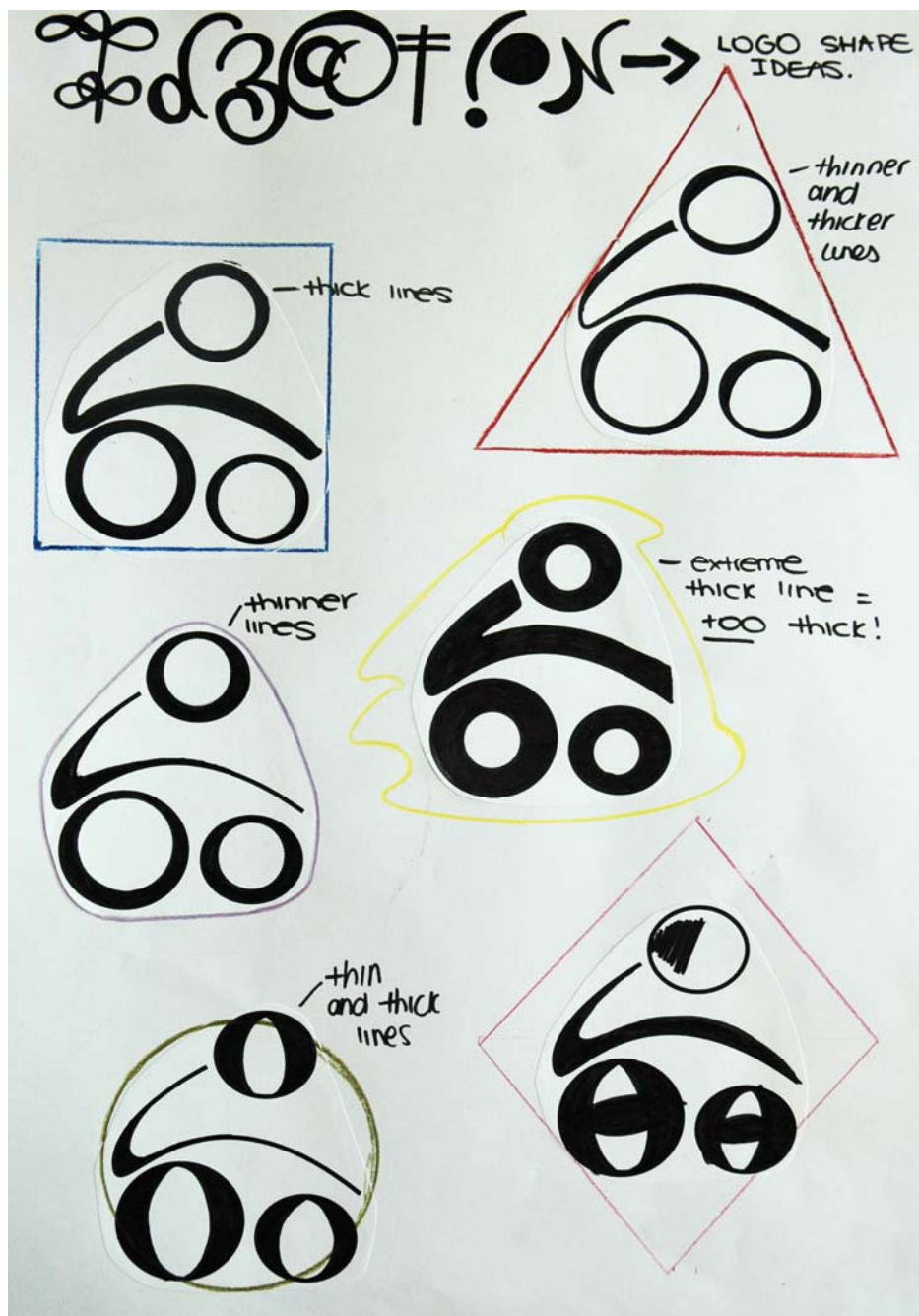


# Td&@t!oN~



**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

Organised documentation of creative visual thinking and/or problem-solving processes.



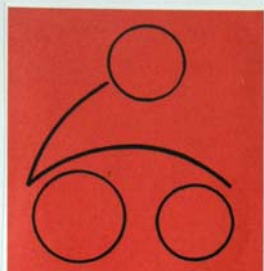
**Practical Application**  
 Considered conceptualisation and development of imaginative or personally relevant visual ideas.

Competent exploration to refine technical skills and use media, materials, and technologies.

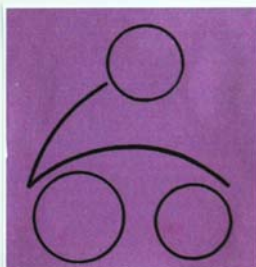
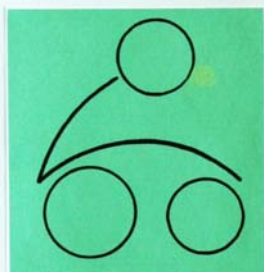
Organised documentation of creative visual thinking and/or problem-solving processes.



# ideation



The square shape looks smart.



↳ I like this shade of blue.

↳ the purple shade doesn't look right.

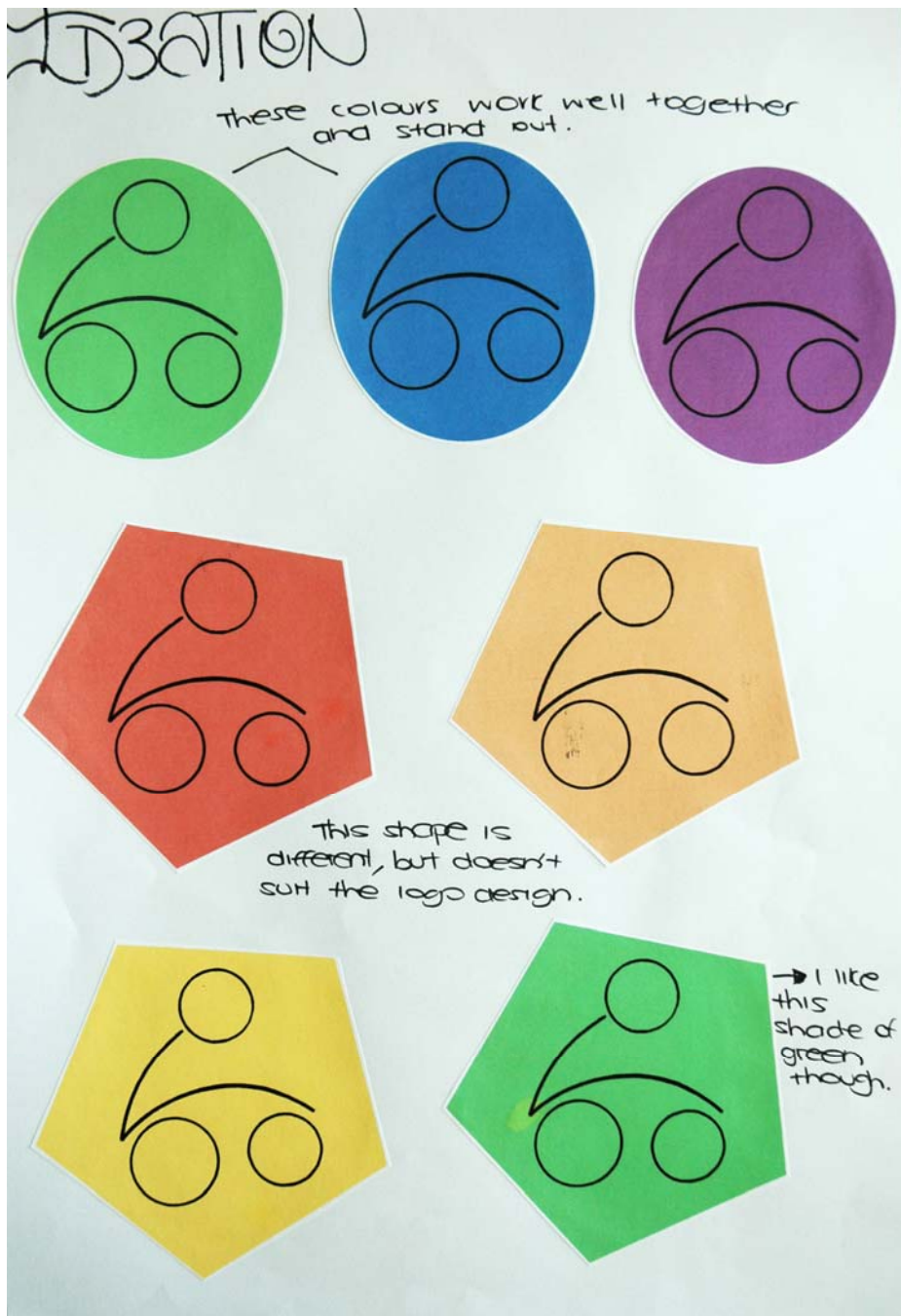


The circular shape around the logo effectively masks it.

## Practical Application

Competent exploration to refine technical skills and use media, materials, and technologies.

Organised documentation of creative visual thinking and/or problem-solving processes.

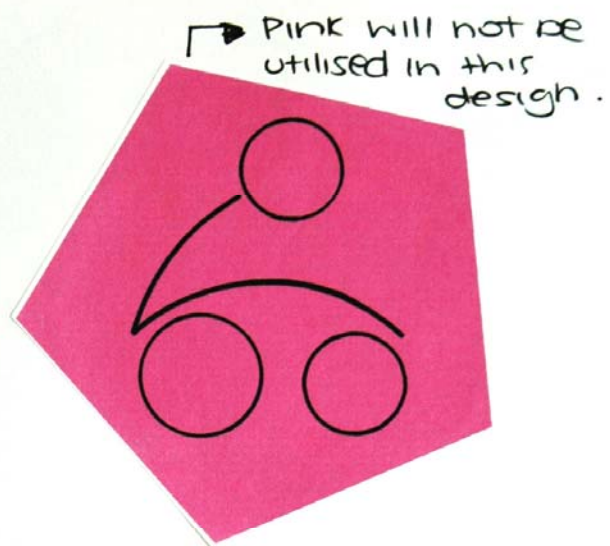
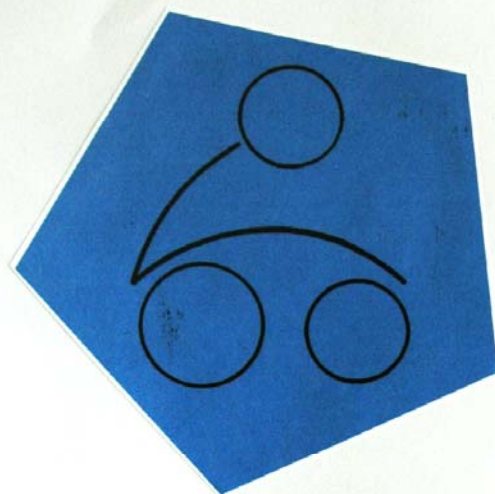


### Practical Application

Competent exploration to refine technical skills and use media, materials, and technologies.

Organised documentation of creative visual thinking and/or problem-solving processes.



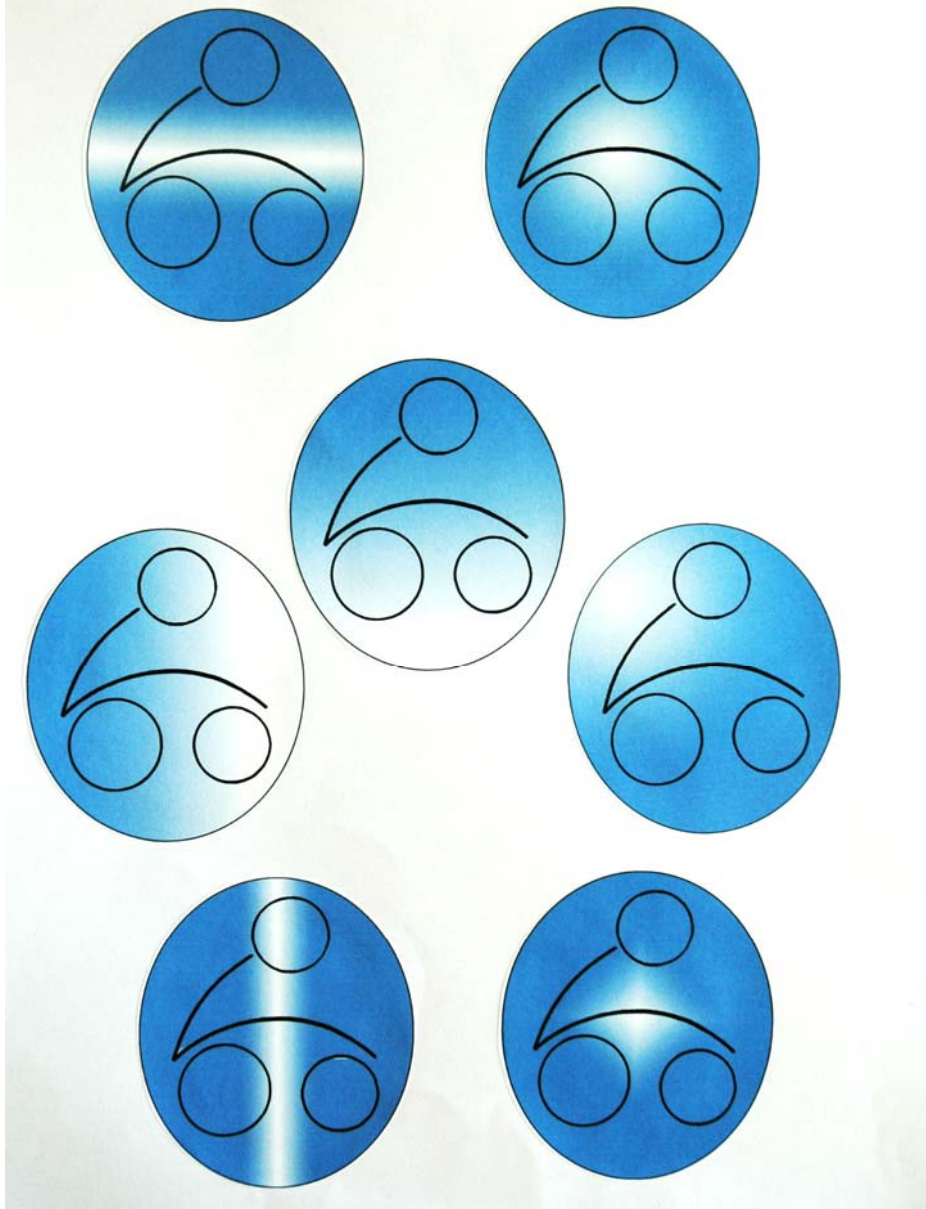


← I like this colour, the outline around the blue looks better than leaving it plain.

**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

Organised documentation of creative visual thinking and/or problem-solving processes.

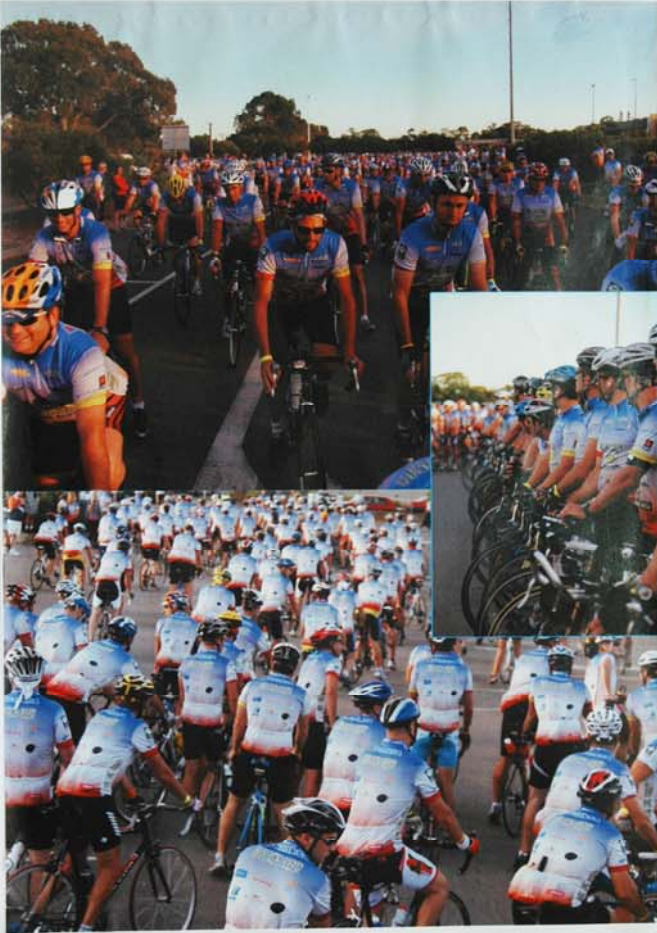
# Ideation



**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.



# IS3ATION



collage,  
could  
be  
useful..  
but is  
a little  
too  
busy.

# ISEATION



the logo is  
too bold.

collage.

## Practical Application

Considered conceptualisation and development of imaginative or personally relevant visual ideas.

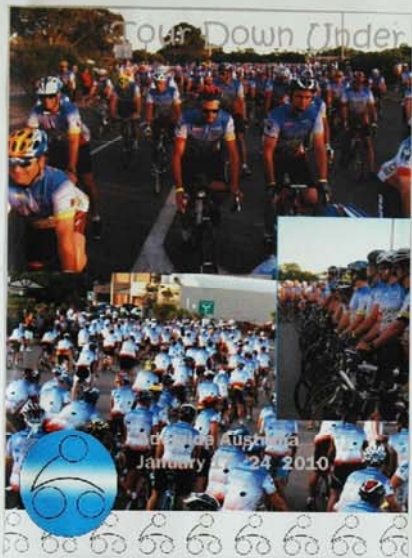
## Knowledge and Understanding

Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.

Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.



# IDEATION

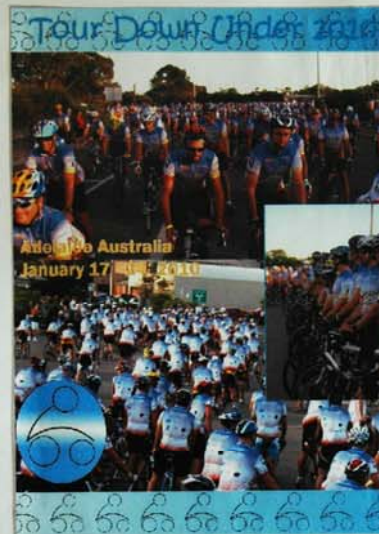


Heading doesn't stand out.



I like the repetition of the logo.

# IDEATION



too much blue on page.

the heading stands out.



blends in too much.

## Practical Application

Considered conceptualisation and development of imaginative or personally relevant visual ideas.

Competent exploration to refine technical skills and use media, materials, and technologies.

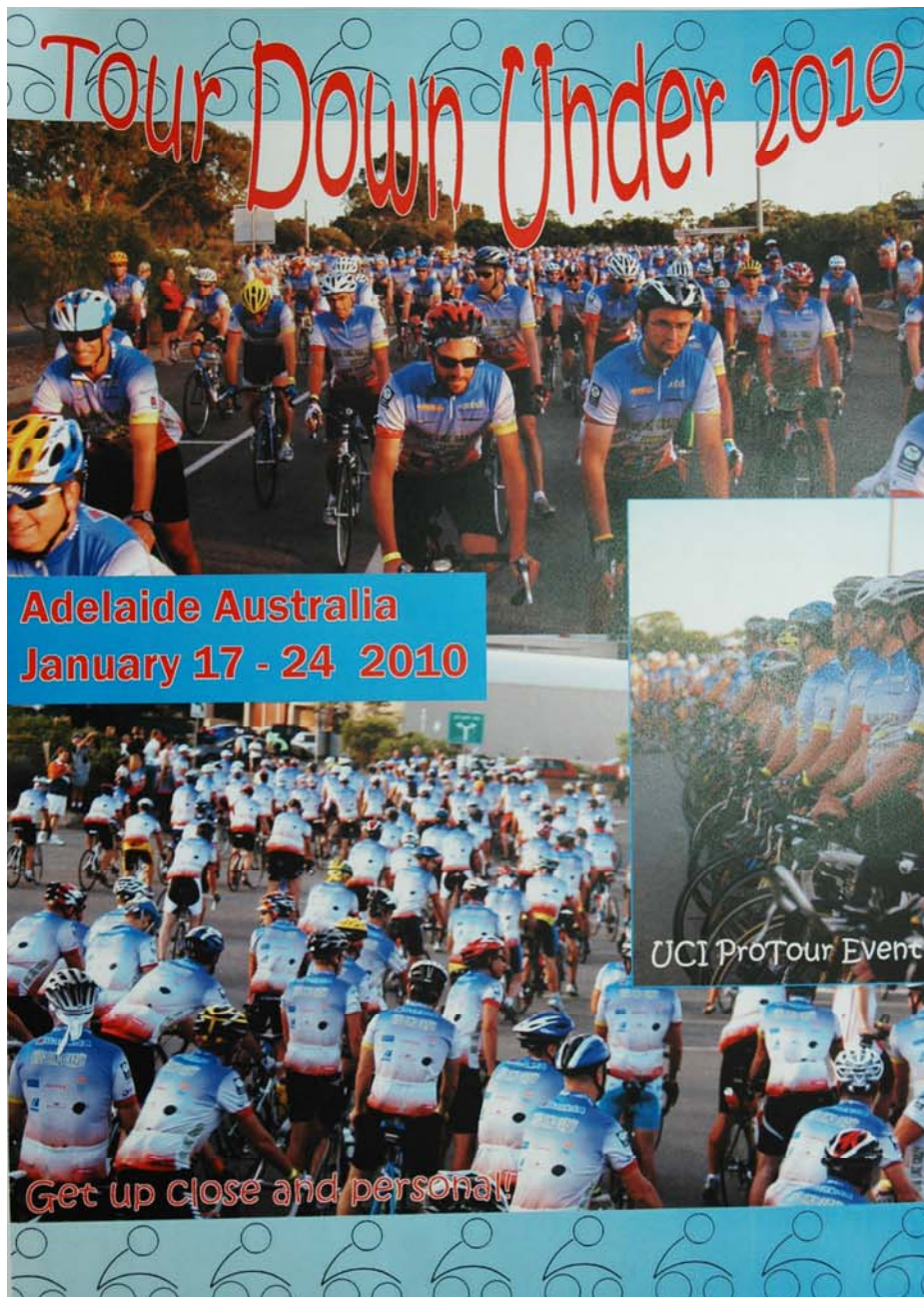
Organised documentation of creative visual thinking and/or problem-solving processes.





**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.





**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

**Knowledge and Understanding**  
Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.



# EDUCATION

heading needs to be more emphasised.

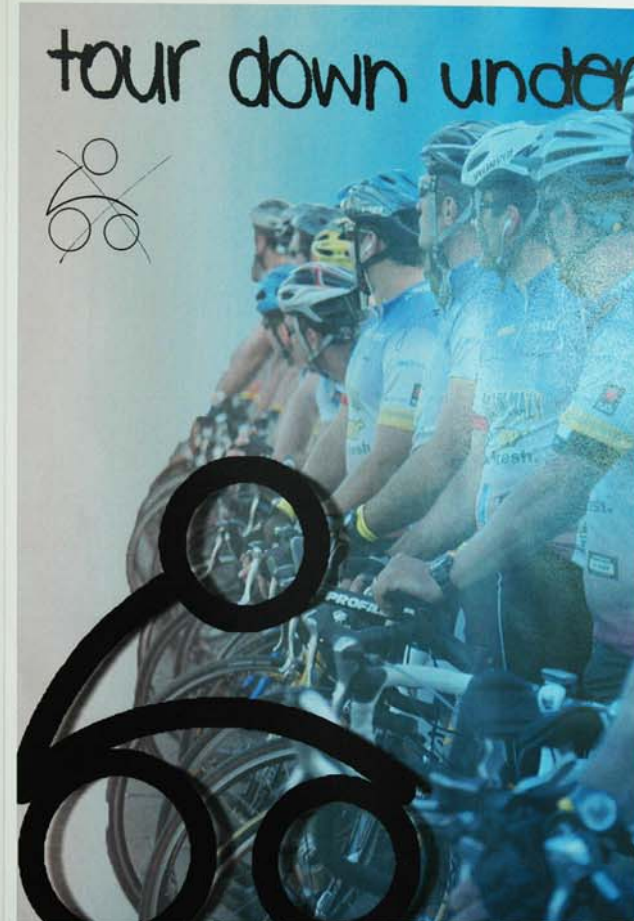


the picture looks better cut out.

enlarged logo.

# Creation

I like the background gradient.

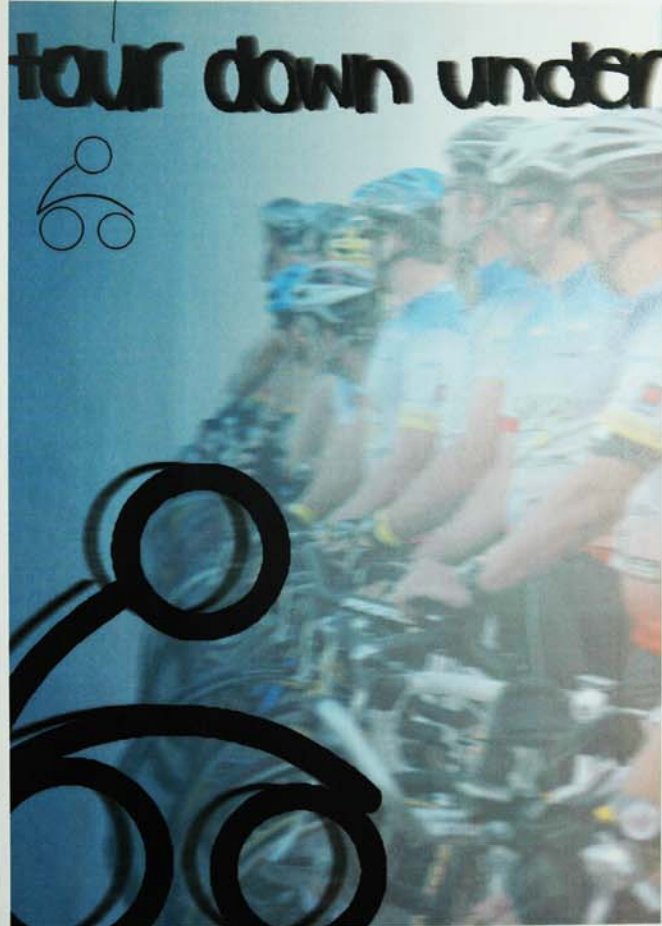


opacity changed.

**Practical Application**  
Considered conceptualisation and development of imaginative or personally relevant visual ideas.

# IDEATION

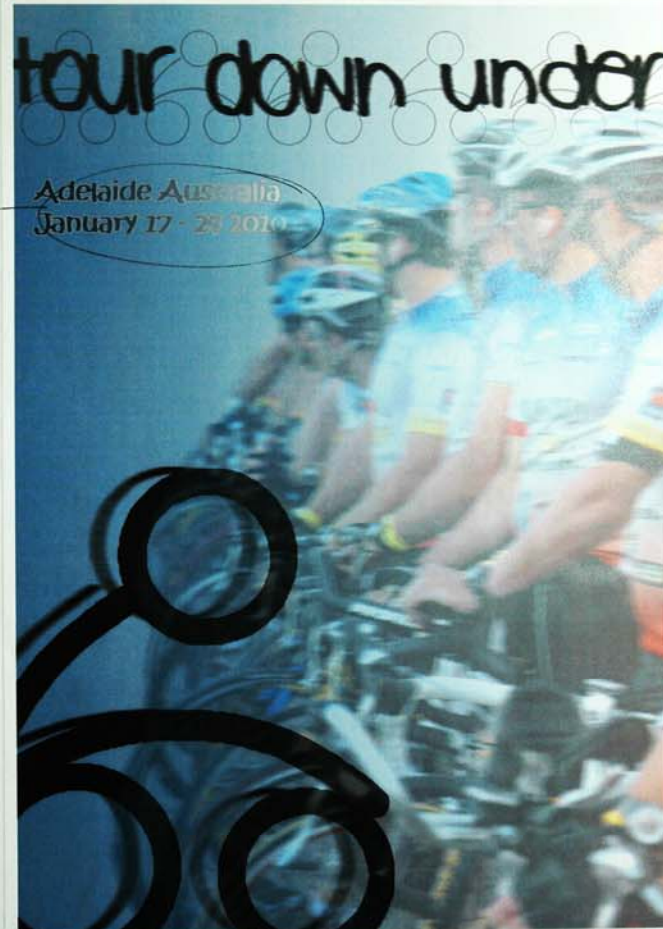
→ the title/heading is too blurred.



like the effect of having the image duplicated.

# ID3@TION

→ the logo behind heading looks smart and effective



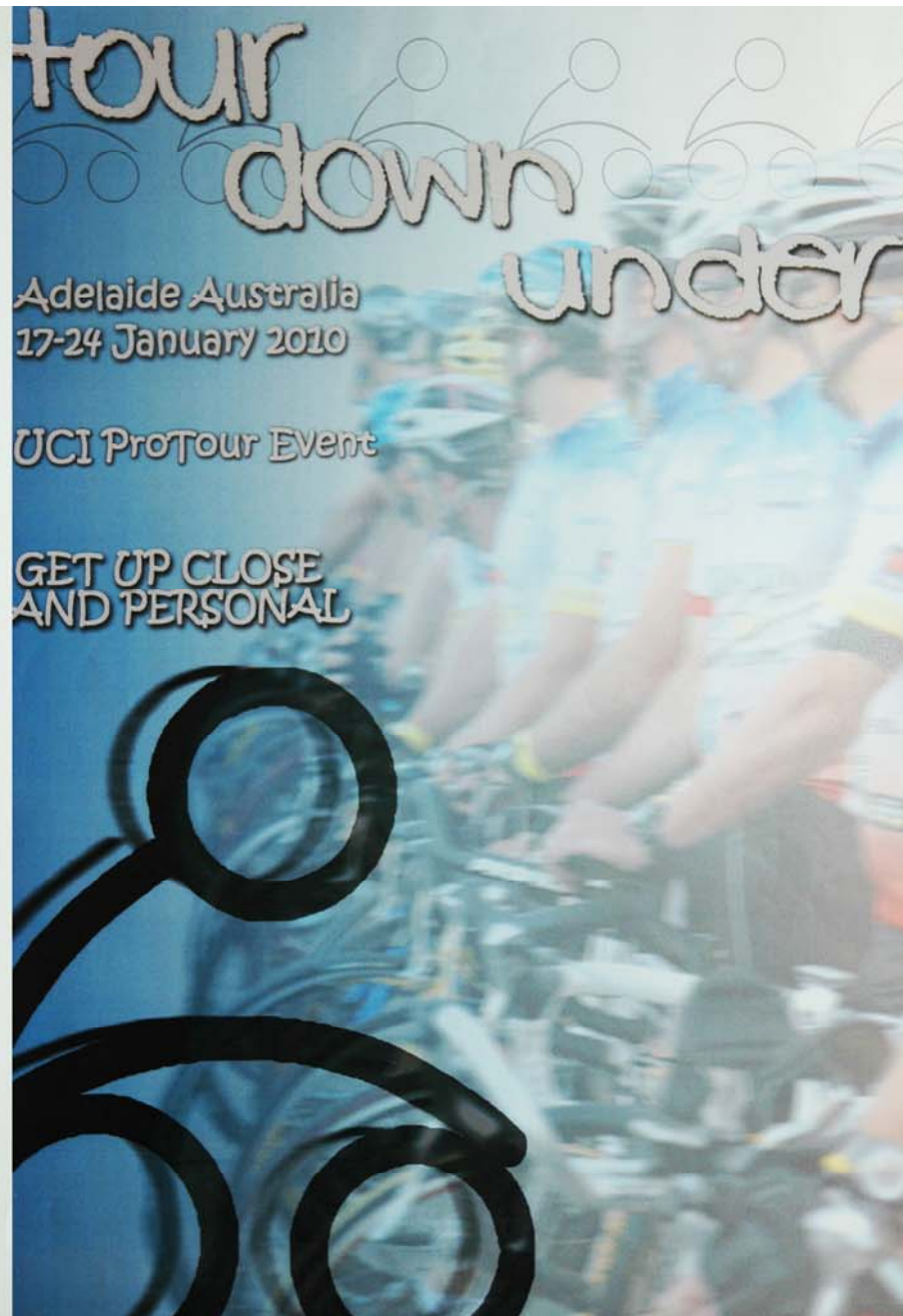
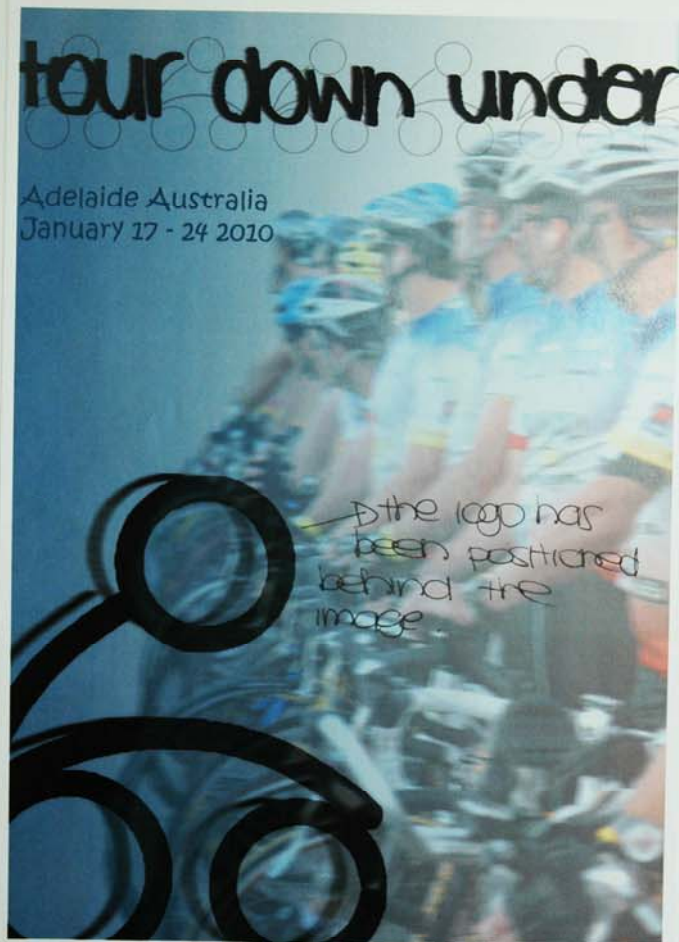
not that bold.

**Practical Application**  
Considered conceptualisation and development of imaginative or personally relevant visual ideas.



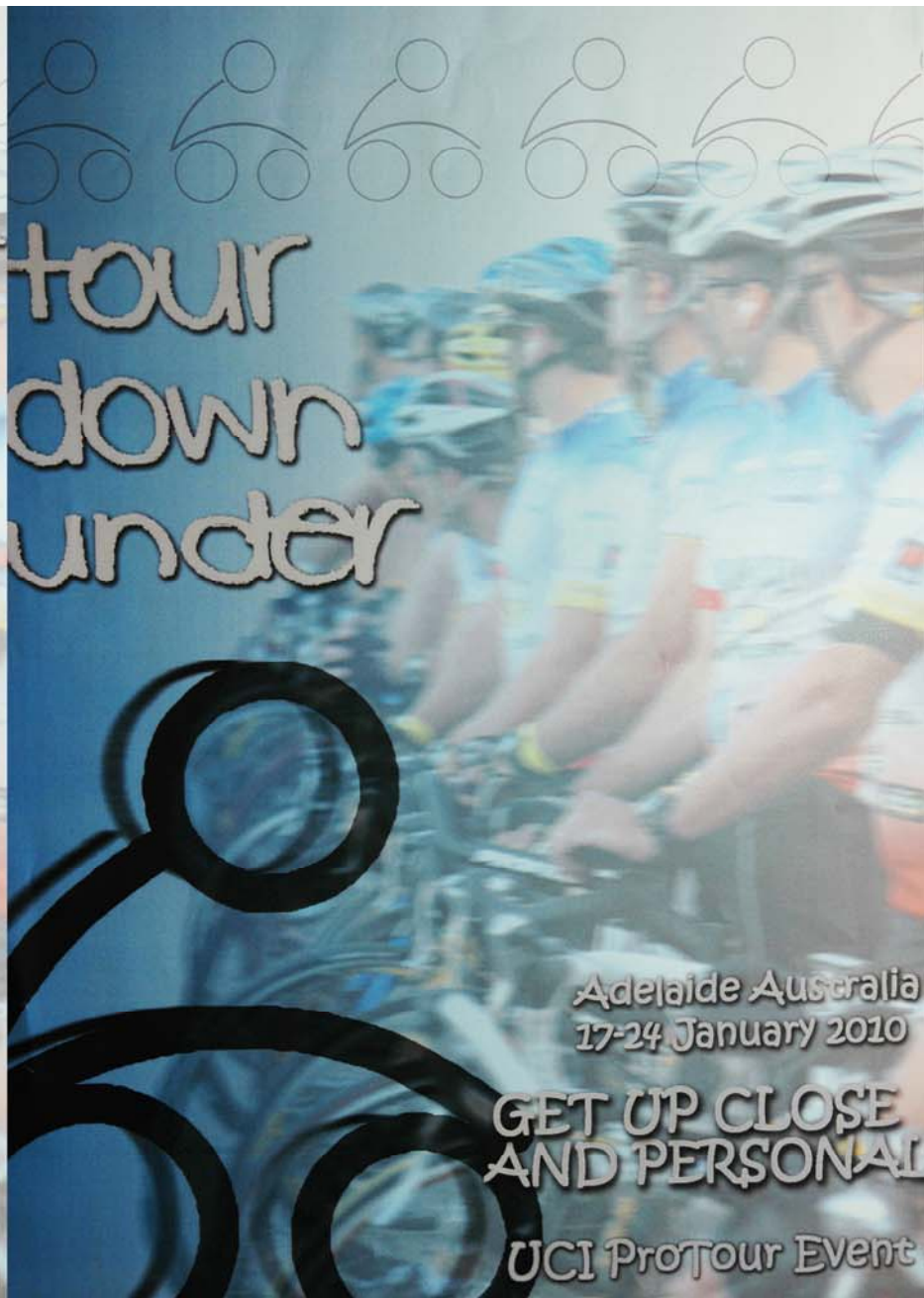
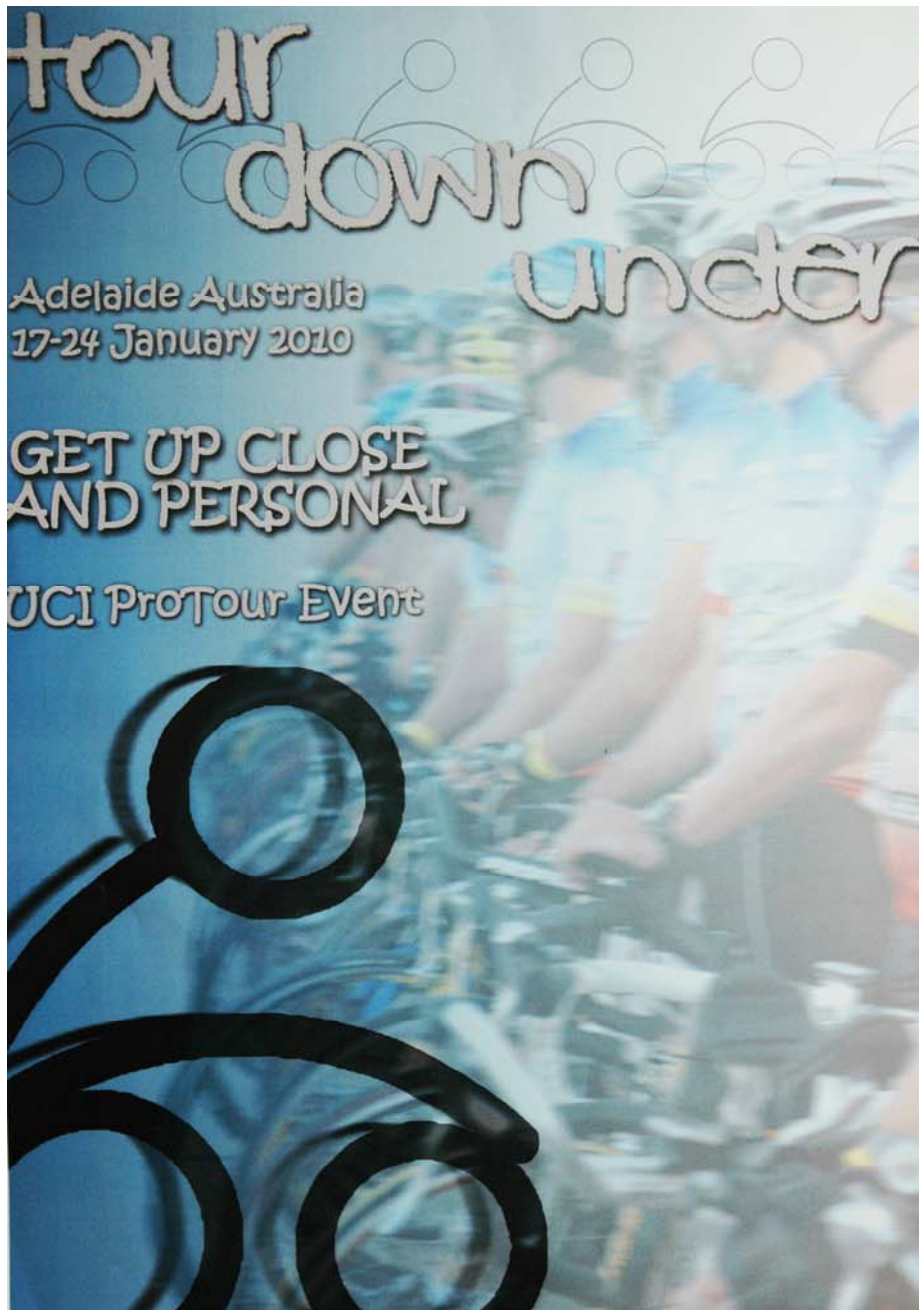
Selection

writing is  
clearer.



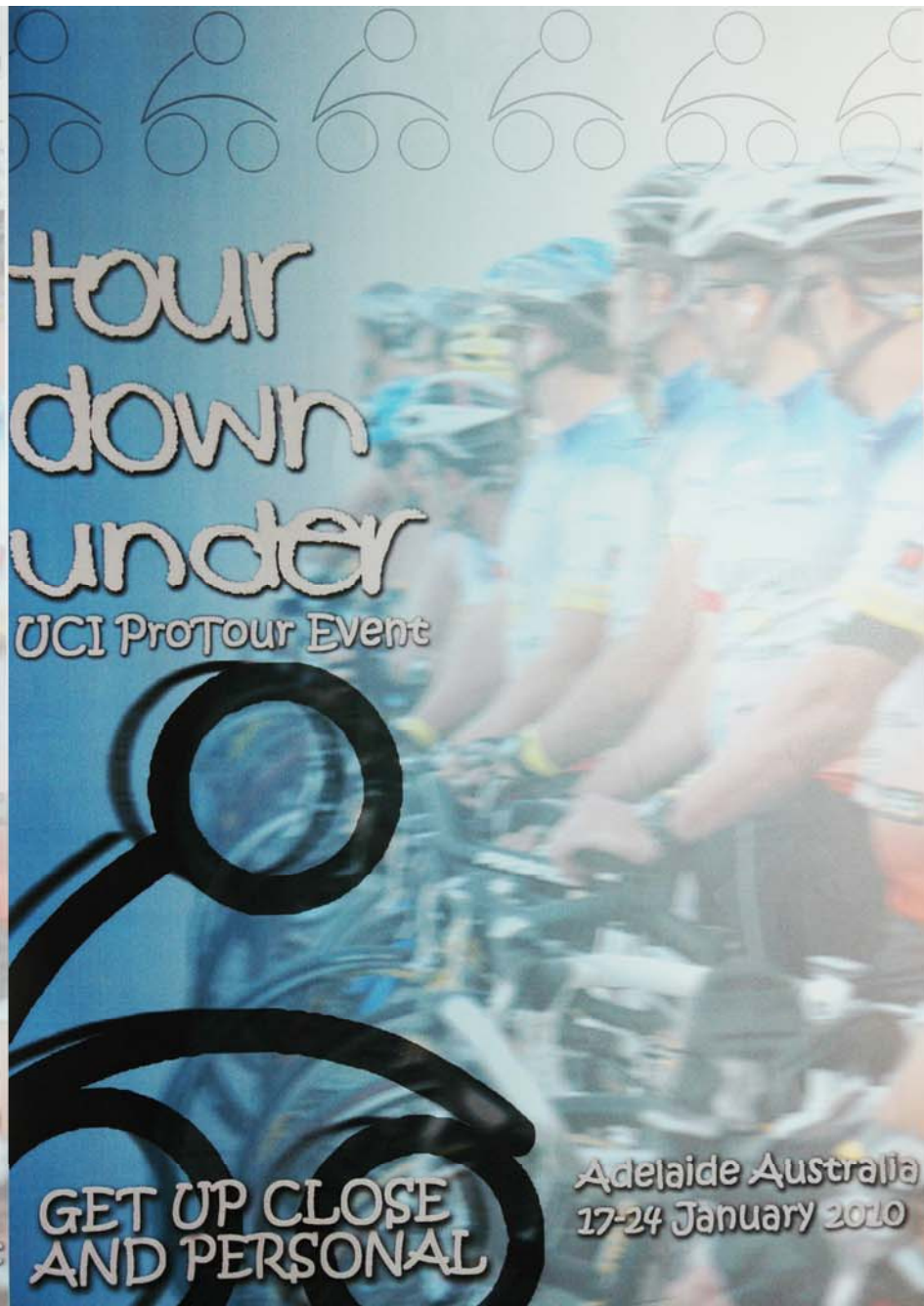
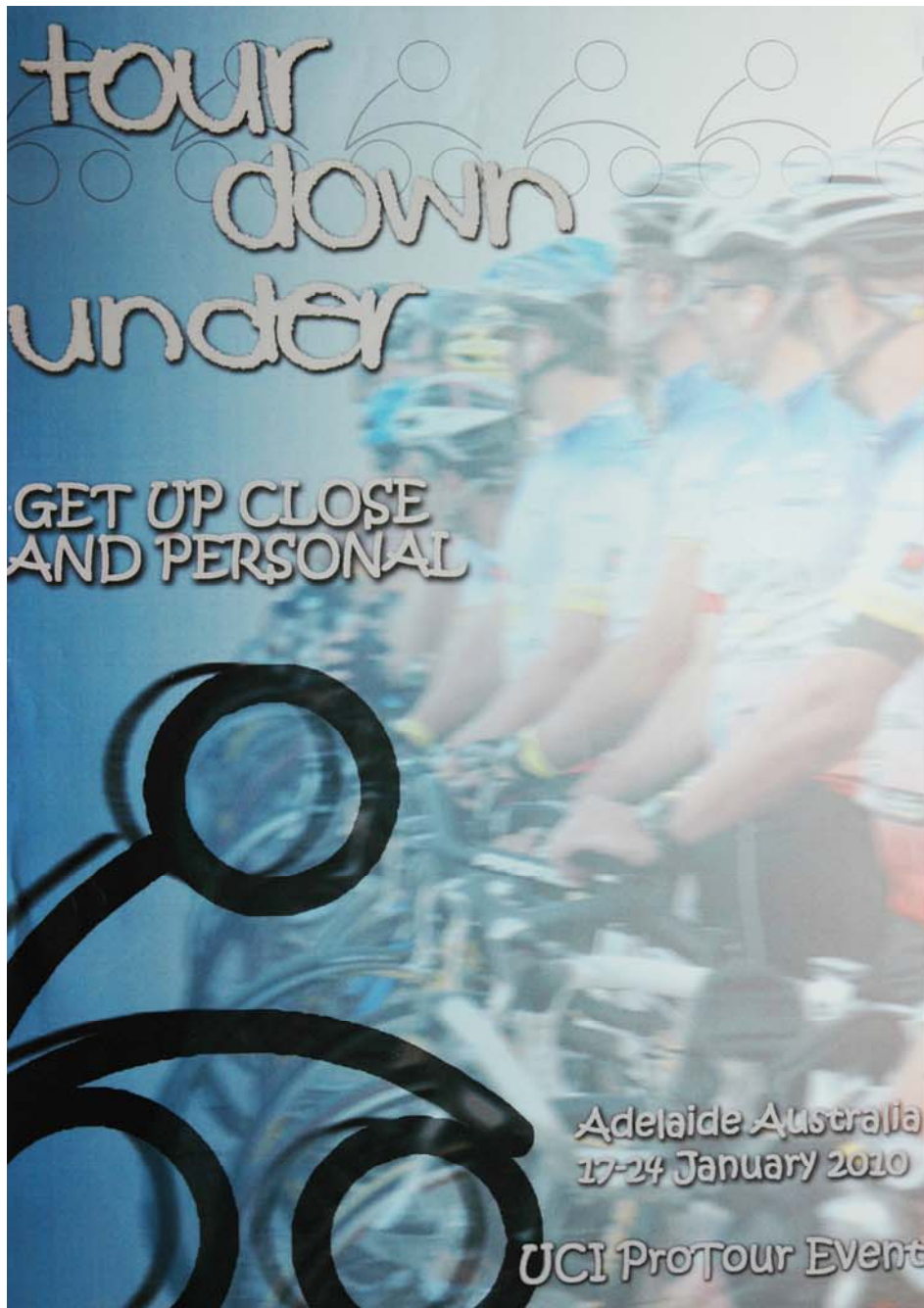
**Practical Application**  
Considered conceptualisation and development of imaginative or personally relevant visual ideas.





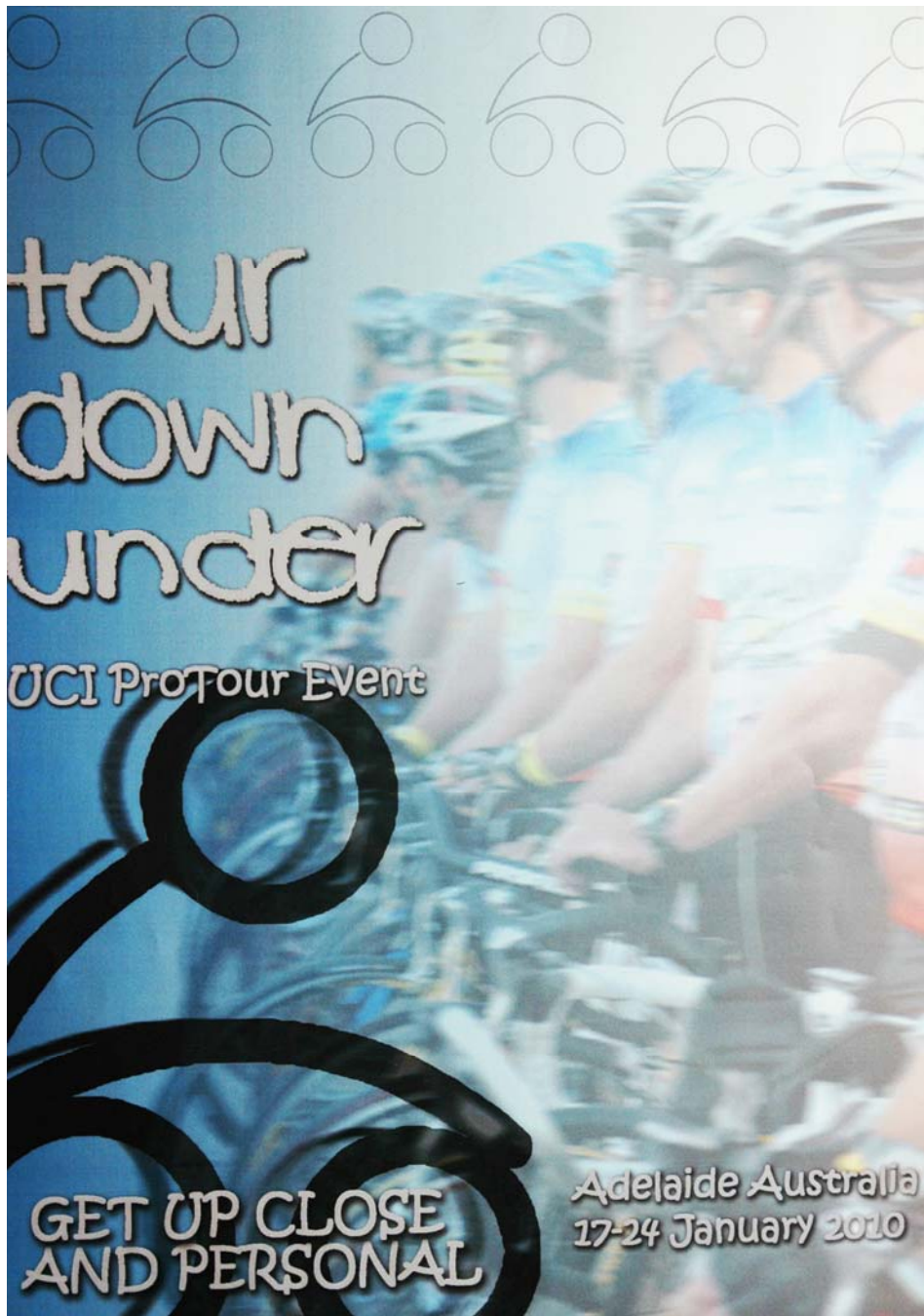
**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.



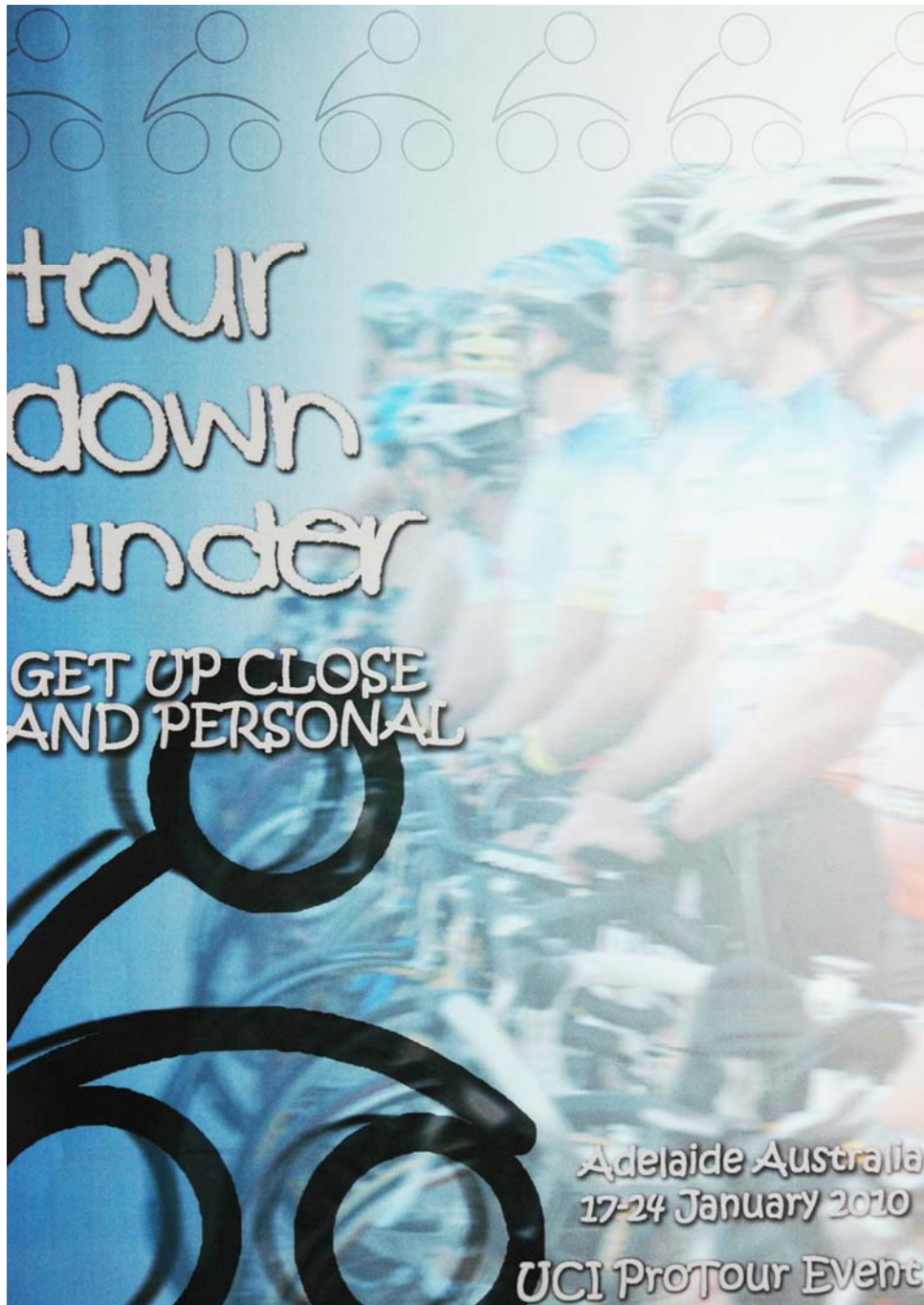


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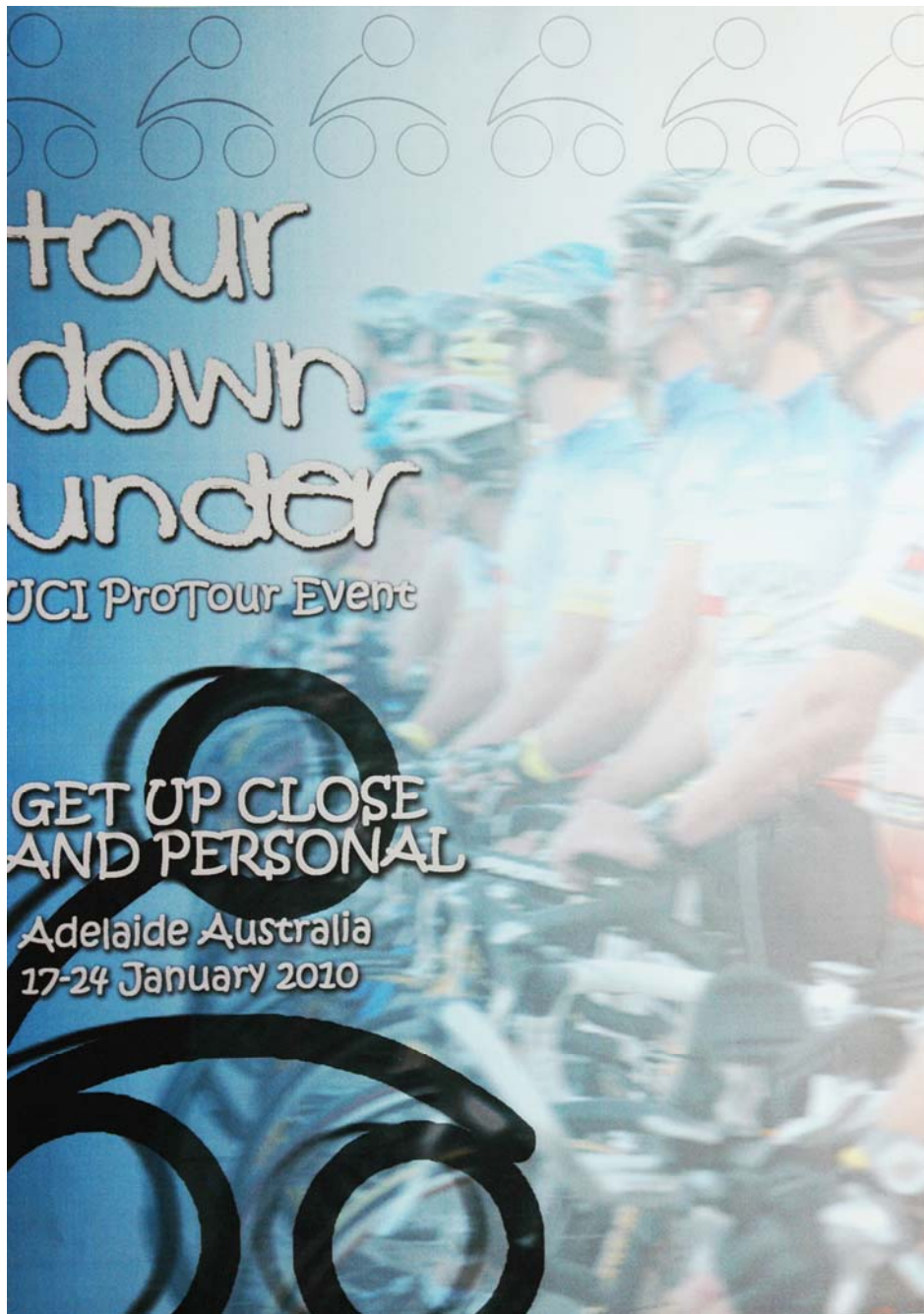




**Practical Application**  
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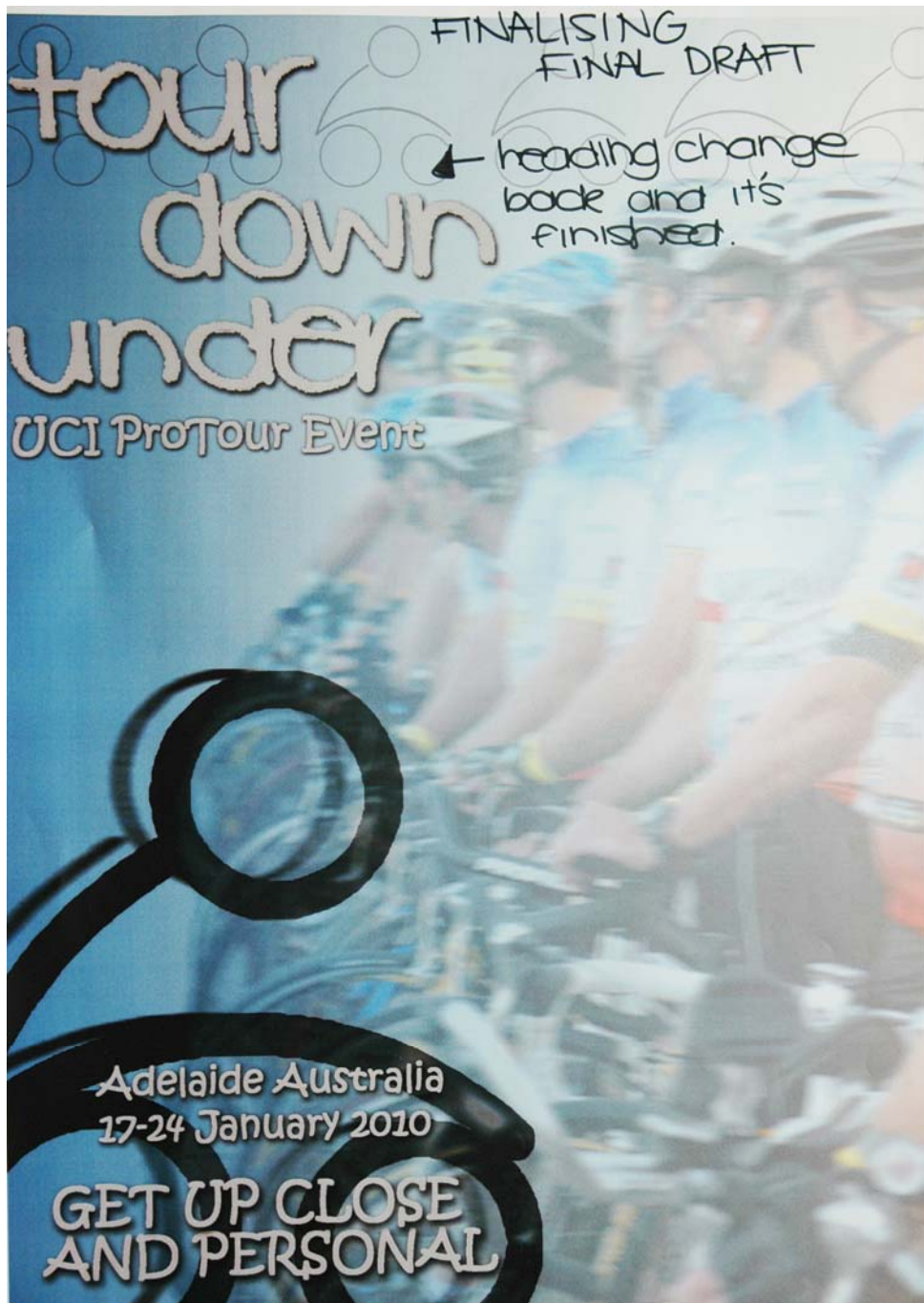


**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.



**Practical  
Application**  
Competent  
exploration to  
refine technical  
skills and use  
media, materials,  
and technologies.





**Practical Application**  
Competent exploration to refine technical skills and use media, materials, and technologies.

## Performance Standards for Stage 2 Visual Arts

	Practical Application	Knowledge and Understanding	Analysis and Synthesis	Inquiry and Exploration
<b>A</b>	<p>Initiation of complex or challenging and well-planned conceptualisation and development of innovative, imaginative, or personally relevant visual ideas.</p> <p>Comprehensive exploration to refine technical skills and use different media, materials, and technologies.</p> <p>Insightful and thorough documentation of creative visual thinking and problem-solving processes.</p> <p>Highly effective application of refined technical skills and sensitive use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>In-depth knowledge of selected visual arts concepts, forms, styles, and conventions, and a clear understanding of their practical application.</p> <p>In-depth knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Insightful and discerning understanding of aesthetic and/or functional qualities in a variety of works of art or design.</p>	<p>Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.</p> <p>Extensive and sophisticated use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.</p> <p>Discerning evaluation of own work and connections or comparisons with other practitioners' work.</p> <p>Insightful evaluation of, and conclusions about, visual arts learning.</p>	<p>Productive and thorough use of research skills and a clear understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop perceptive and clear insights into a range of aspects of the visual arts.</p> <p>Astute exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
<b>B</b>	<p>Thoughtful and well-planned conceptualisation and development of imaginative or personally relevant visual ideas.</p> <p>Thorough exploration to refine technical skills and use media, materials, and technologies.</p> <p>Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</p> <p>Effective application of some refined technical skills and some sensitive use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>Some depth of knowledge of selected visual arts concepts, forms, styles, and conventions, and a sound understanding of their practical application.</p> <p>Some depth of knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Clear understanding of aesthetic and/or functional qualities in several different works of art or design.</p>	<p>Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts.</p> <p>Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>Thoughtful evaluation of own work, and connections or comparisons with other practitioners' work.</p> <p>Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.</p>	<p>Systematic use of research skills and a sound understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment and develop mostly clear insights into different aspects of the visual arts.</p> <p>Thoughtful exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
<b>C</b>	<p>Considered conceptualisation and development of imaginative or personally relevant visual ideas.</p> <p>Competent exploration to refine technical skills and use media, materials, and technologies.</p> <p>Organised documentation of creative visual thinking and/or problem-solving processes.</p> <p>Competent application of technical skills and elements of sensitivity in the use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.</p> <p>Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.</p>	<p>Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts.</p> <p>Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>Considered evaluation of own work and connections or comparisons with other practitioners' work.</p> <p>Competent and appropriate evaluation of, and conclusions about, visual arts learning.</p>	<p>Competent use of research skills and considered understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop some insights into different aspects of the visual arts.</p> <p>Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>



	Practical Application	Knowledge and Understanding	Analysis and Synthesis	Inquiry and Exploration
<b>D</b>	<p>Elements of conceptualisation and some development of visual ideas.</p> <p>Some exploration of technical skills using media, materials, and technologies.</p> <p>Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</p> <p>Partial application of technical skills and some use of media, materials, or technologies in developing a work of art or design.</p>	<p>Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</p> <p>Some reference to knowledge or understanding of visual arts in a cultural, social, or historical context.</p> <p>A superficial understanding of aesthetic or functional qualities in works of art or design.</p>	<p>Some basic consideration and interpretation of at least one work of art or design with superficial reference to their context.</p> <p>Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</p> <p>Some description of own and others works, with some tenuous connections or comparisons.</p> <p>Some basic summary and description of visual arts learning, with elements of evaluation.</p>	<p>Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</p> <p>Superficial recognition of the role of visual arts in personal development.</p>
<b>E</b>	<p>Emerging skills in the conceptualisation and development of visual ideas.</p> <p>Attempted exploration of technical skills using media, materials, or technologies.</p> <p>Limited documentation of creative visual thinking or problem-solving processes.</p> <p>Attempted application of technical skills to develop a work of art or design.</p>	<p>Limited knowledge or understanding of concepts, forms, or styles in visual arts.</p> <p>Emerging awareness of different visual arts contexts.</p> <p>Some awareness of the need to understand aesthetic or functional qualities in works of art or design.</p>	<p>Emerging awareness of connections between at least one work of art or design and the context.</p> <p>Limited use of visual arts language for interpretation or response in the visual arts.</p> <p>Attempted description of own and others' work.</p> <p>Attempted description of aspects of visual arts learning.</p>	<p>Attempted engagement in a directed research process.</p> <p>Emerging awareness of the role of visual arts in personal development.</p>