

Brief...

A cosmetics brand is releasing a new perfume fragrance. I am to design a perfume logo and imagery that will be applied to a new bottle design along with associated packaging. The perfume will be sold in high class department stores, therefore it should include a classy and classic style. The fragrance package should include a unique logo or symbol which will be applied to both the perfume bottle and its packaging.

The new perfume fragrance is to be targeted at women aged 16-30 who are wanting to purchase quality products in the cosmetic industry that stand out from existing brands.

The packaging of the perfume should appear to be of a sophisticated look with a fun and fashionable theme. It may incorporate any forms of illustration, collage or photography in order to make the package eye-catching in a competitive target market.

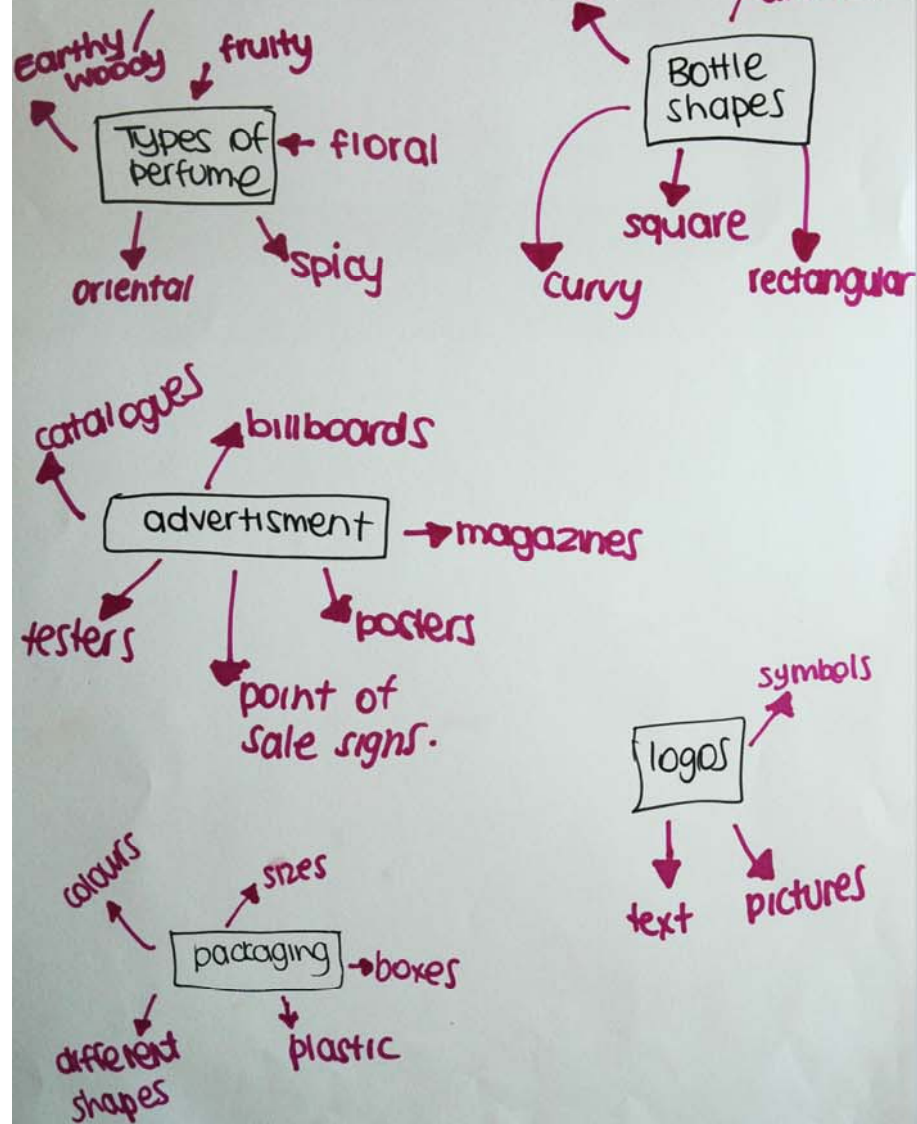
A point of sale sign and advertisement for a popular magazine should also be presented to make readers aware of the new product.

Knowledge and Understanding

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

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

Brainstorm!



Research – logos



Analysis and Synthesis

Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.

Research! - Perfume bottles.



Research! - Perfume bottles.



Analysis and Synthesis

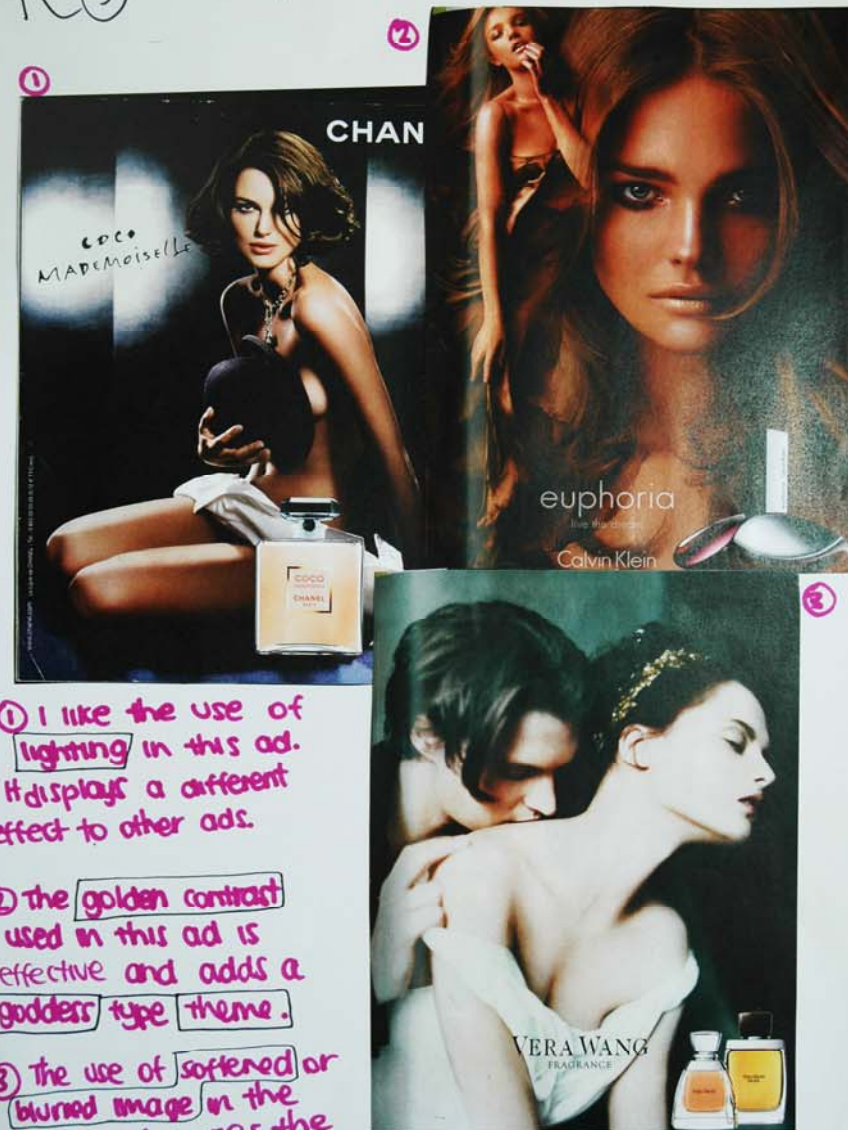
Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.

Competent and appropriate evaluation of, and conclusions about, visual arts learning.

Research - perfume packages.



Research - magazine advertisements



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.

Analysis and Synthesis

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

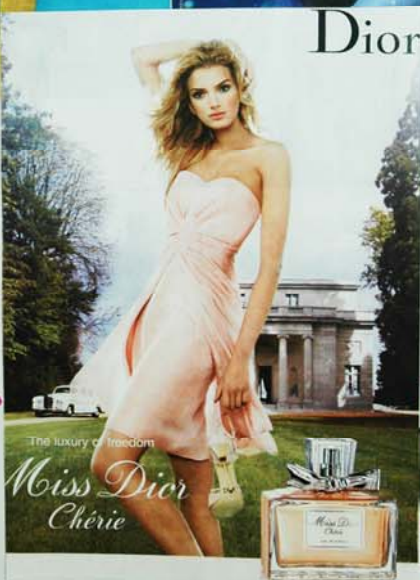
Research - magazine advertisements



The midnight theme is useful in relation to my brief as it displays a sense of class and sophistication.



I like how she is coming out of the bottle and the perfume is splashing everywhere to represent the line "I want you all over me". I think it is an effective way of advertising.



The use of setting works well in this ad. I like the carefree attitude portrayed by the model.

Research - magazine advertisements



I like how there is a short story included in this ad. The use of bright colours against dark make the ad stand out more.



I think the use of blue in this ad makes it stand out more. This colour could be used in my own design.



This ad has a sweet feel to it. I like the pale colours used and the outdoor setting.

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

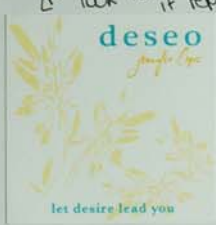
Competent and appropriate evaluation of, and conclusions about, visual arts learning.

Research - Testers

use of shape
is effective in
this
tester

I like the exotic
look to this
tester,
it represents
the
perfume

the ridges
in the spray
tag add a
unique
style to it



simple
shapes,
quite
basic



spray tag
is the same
shape as
perfume
bottle



ESTÉE LAUDER PARFUMS

very simple

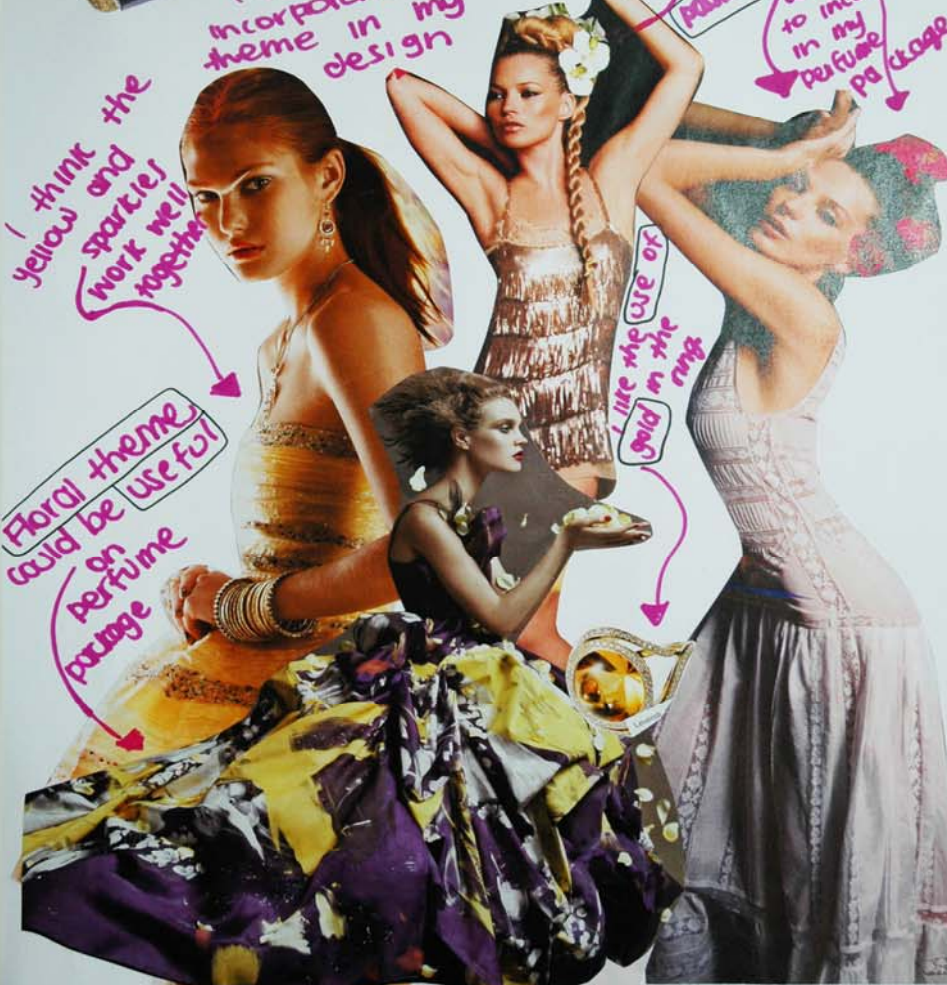
Research - Inspiration



monoclon
themed.
The exotic, party theme
is displayed through these
models,
I would like to
incorporate this
theme in my
design

I think the
yellow and
sparkles
work well
together

Floral theme
could be useful
on
perfume
package



floral
look is
a
possibility

The exotic/
contests the
attitude the
model portrays
is what I
would like
to incorporate
in my
perfume
package

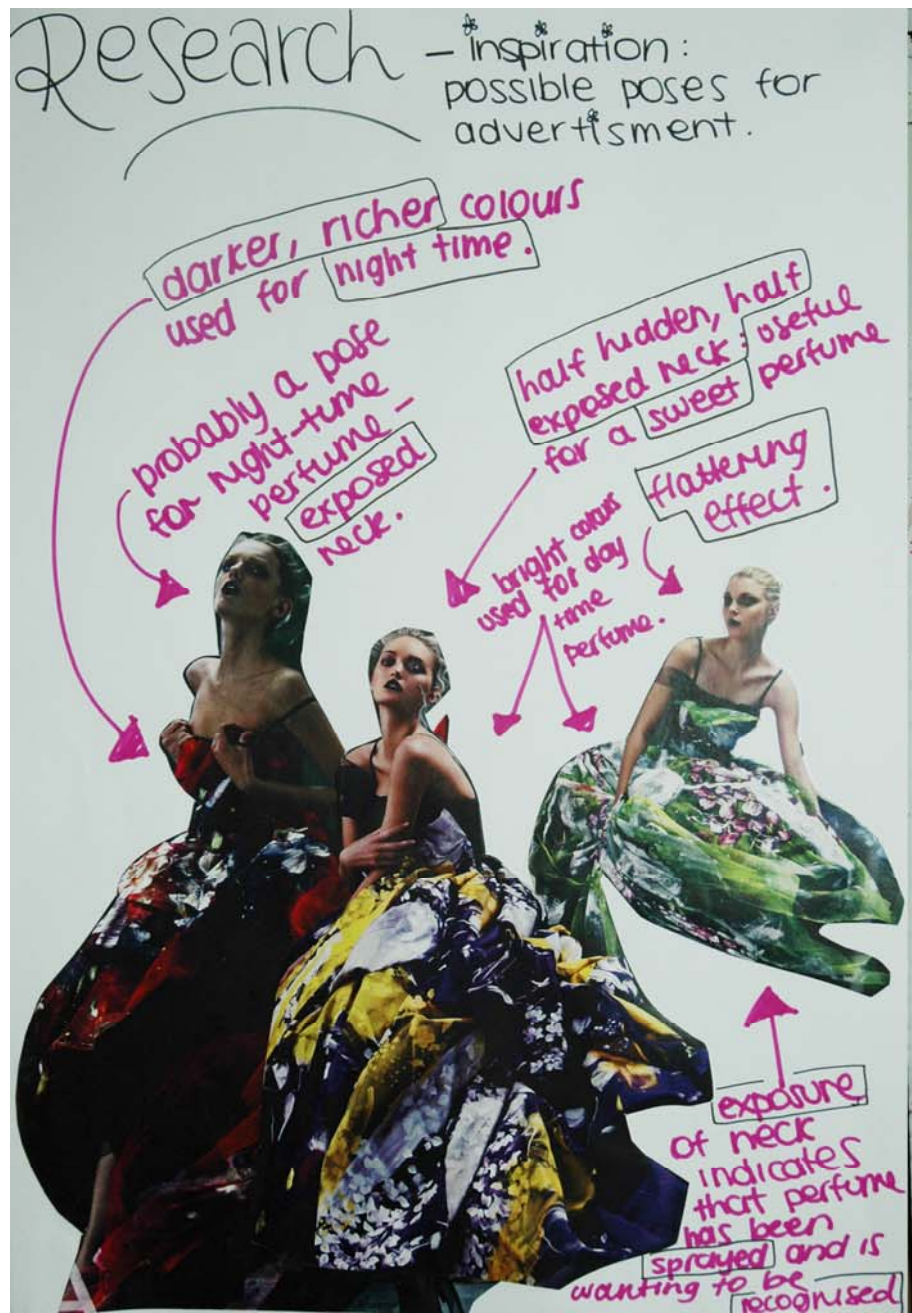
I like the
use of
gold in the
ring

Knowledge and Understanding

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

Analysis and Synthesis

Competent and appropriate evaluation of, and conclusions about, visual arts learning.



Brain Storm

PERFUME NAMES

Exotica
Heat
Oasis
Tropic
Lush
Keiki
Entice
Exposed
Aloha
Haze
Lychee
Cyclone
Edge
Spice
Cruise
Goddess
Holiday

Ocean
Bloss
Vacation
Hibiscus
Azul
Lei
Foreign

Affair
Equatorial
Enhance



KEIKI - bouquet of flowers

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

BRAINSTORM - slogan / catch phrases

- The new 'must have' fragrance
- Feminine. Floral. Flirty
- Its a female thing...
- Scent from the tropics.
- Keiki. Carefree. Courageous
- the scent that seduces.
- where will it take you..?
- Bring out the woman in you.

Practical Application

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

Ideation

- Fonts : handwritten

KEIKI

KEIKI

KEIKI

KIEKI

KEIKI~

keiki

Keiki

Keiki

keiki

keiki

KEIKI

keiki

keiki

Keiki

keiki keiki

KEIKI

* KEIKI *

KEIKI

keiki

keiki

keiki

- computer versions -

keiki
keiki

Jamiro

keiki

Tabatha

Tagettes

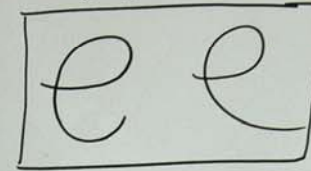
keiki

MA Simple
Pleasure

keiki

Ideation

- use this form.



keiki

keiki

keiki

keiki

keiki

keiki

keiki

k e i k i

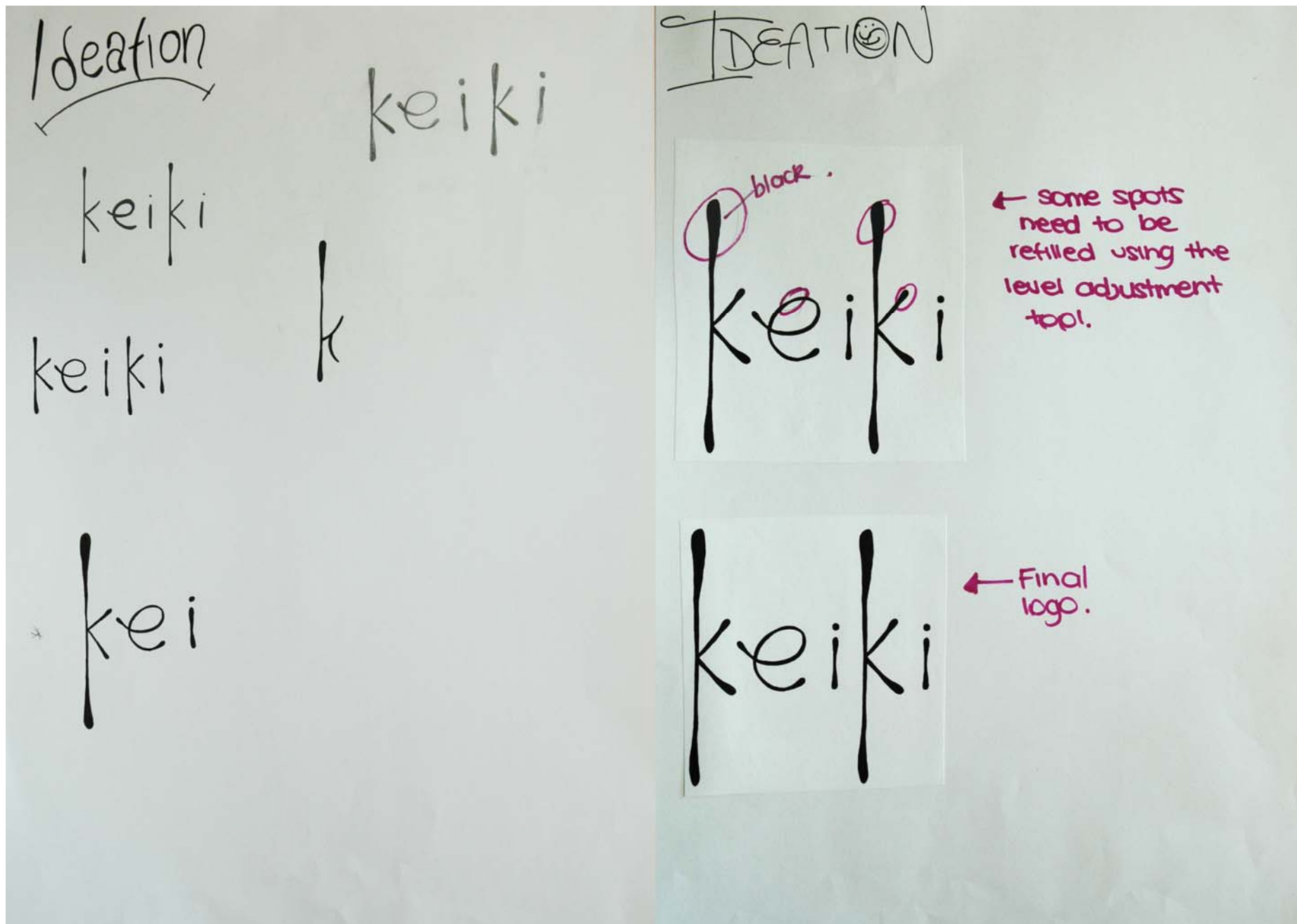
keiki

keiki

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.



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

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

IDEATION - EXOTIC COLOURS.
- FILLED

keiki keiki keiki
keiki keiki keiki

this colour
could be
useful

I have utilised these colours as they are considered to be exotic shades which reflect my research.

keiki keiki keiki
keiki keiki keiki

IDEATION - EXOTIC COLOURS
- OUTLINED

keiki keiki
keiki keiki
keiki keiki

I like this shade

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.

Ideation

- EXOTIC COLOURS
- OUTLINED

keiki

keiki

keiki

keiki

Outlines of the logo - in case it doesn't need to be filled.

keiki

keiki

Pixelated = not perfect, more carefree - similar to feeling erotic.

Ideation

- logo shapes + colours

doesn't fit the logo.

keiki

keiki

keiki

keiki

keiki

keiki

- text is good.

keiki

keiki

keiki

better shape, fitted.

not quite the colour I was looking for.

keiki

- the colours are too similar.

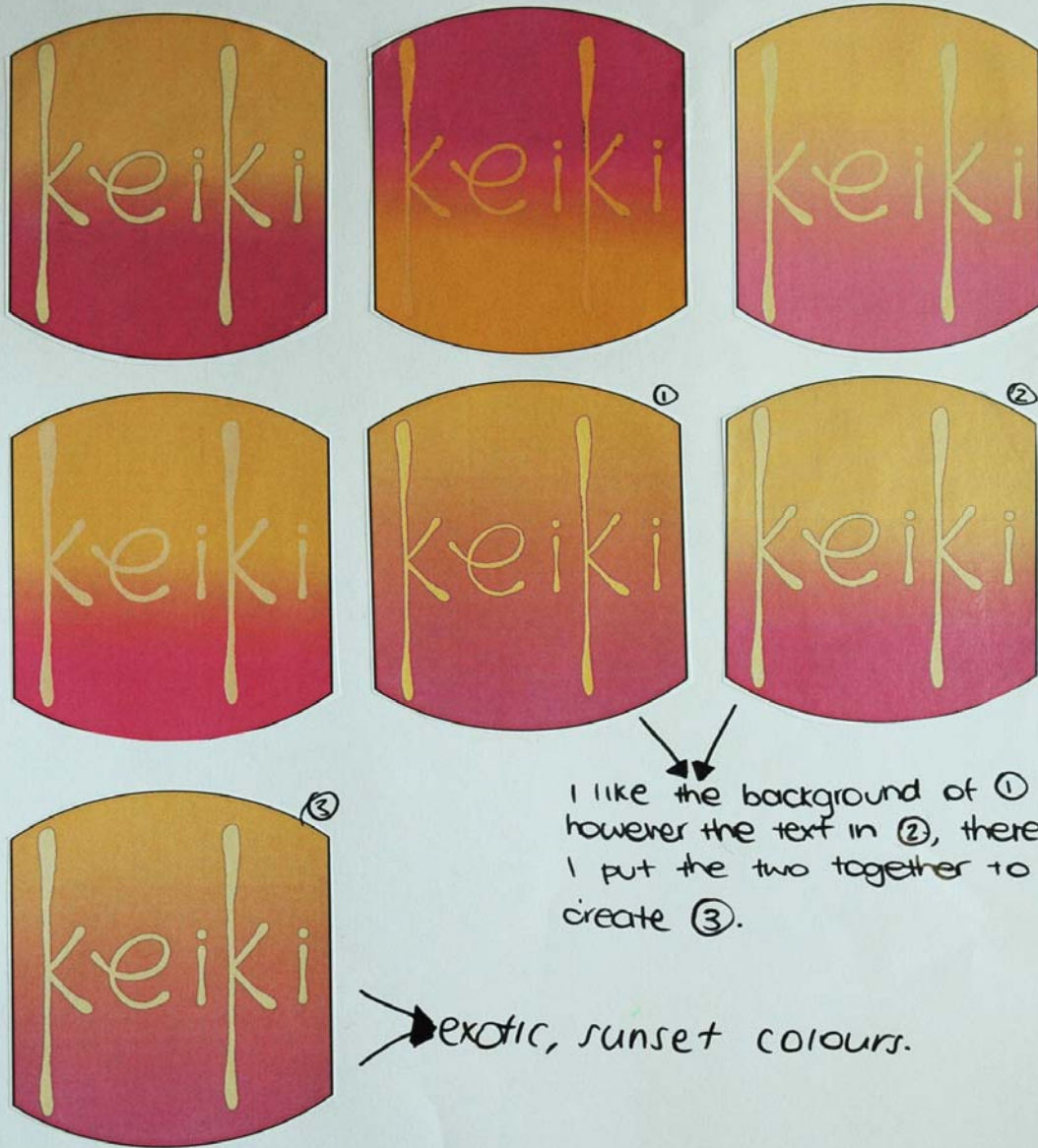
Practical Application

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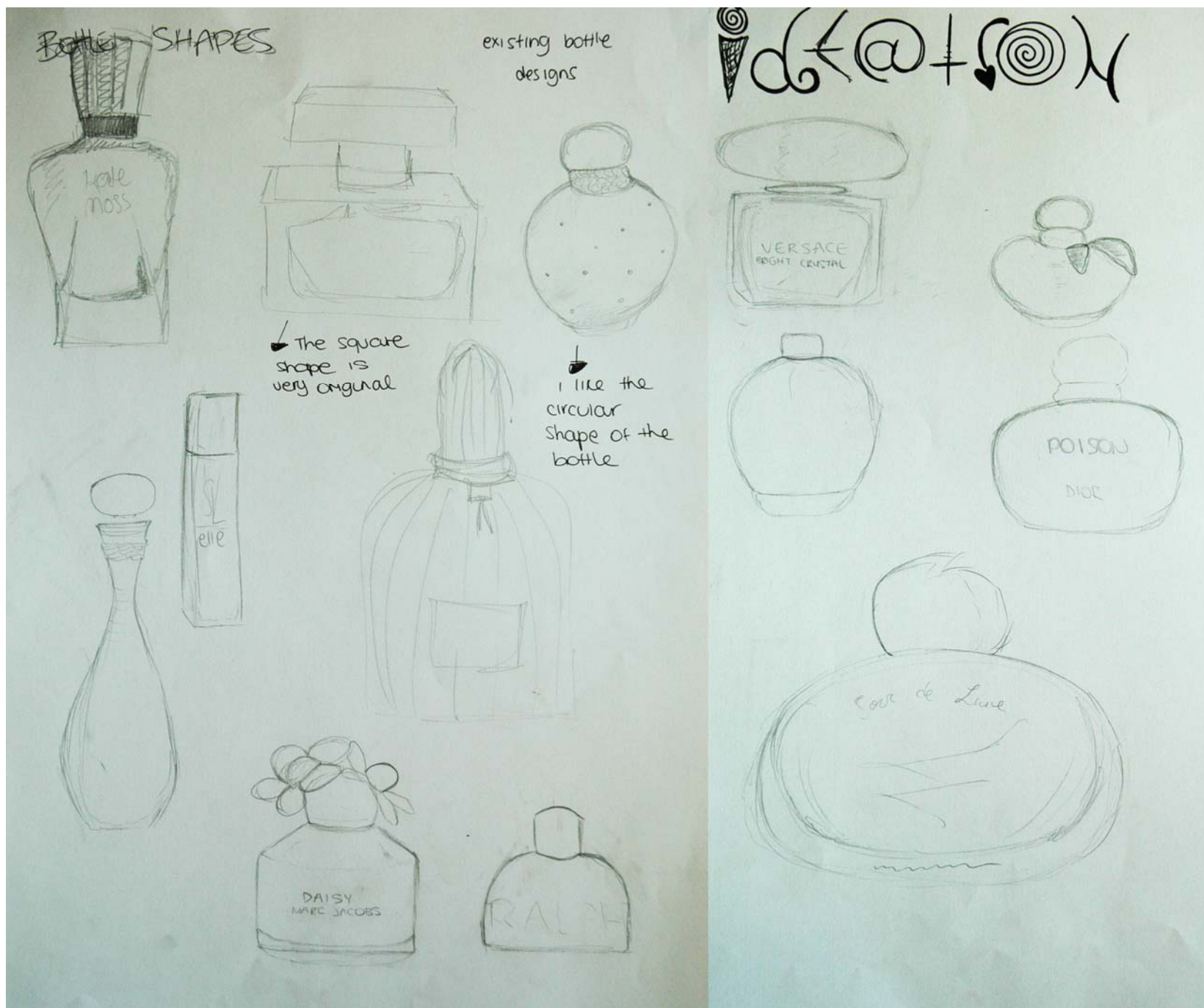
Organised documentation of creative visual thinking and/or problem-solving processes.

IdEAtion



Practical Application

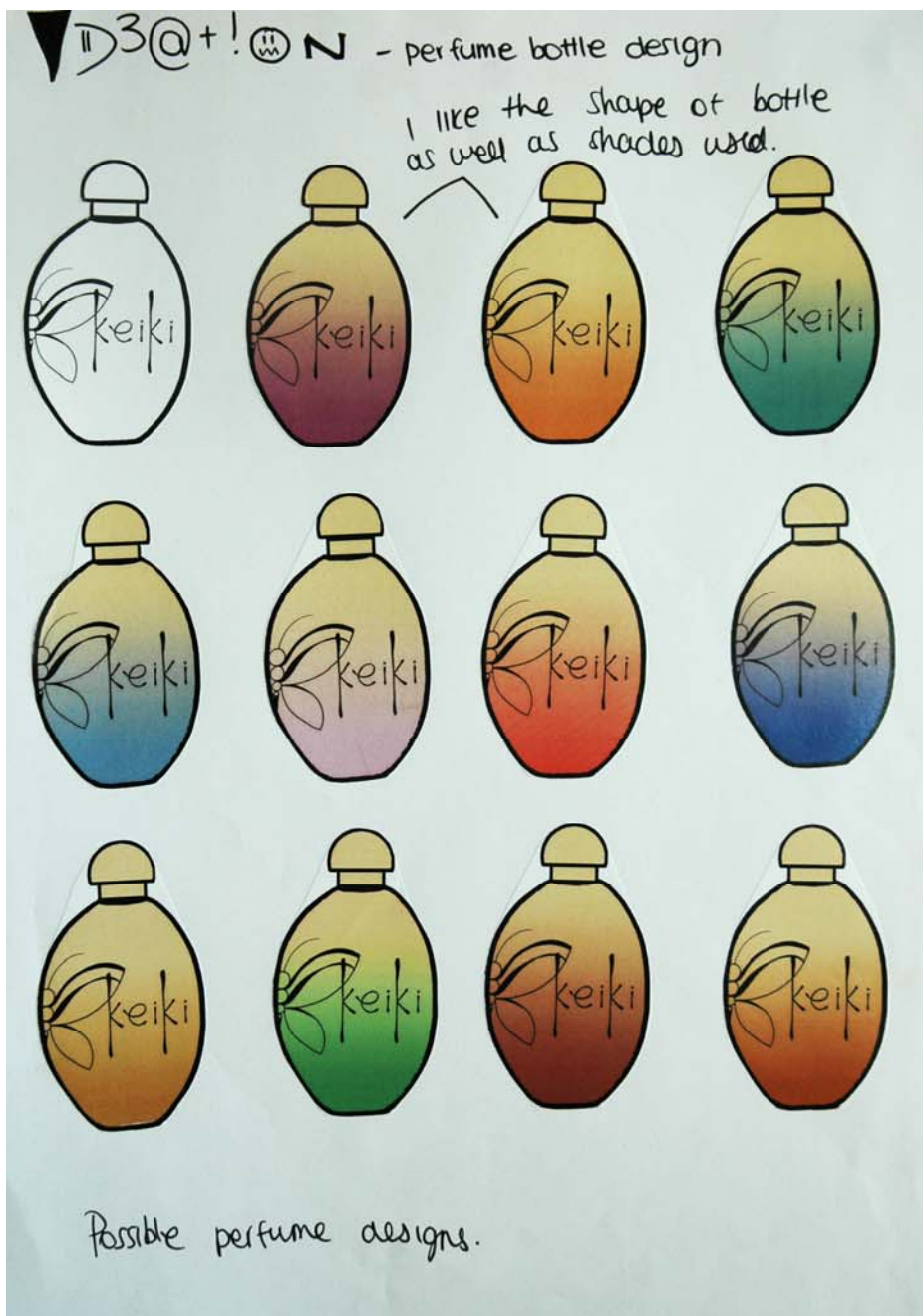
Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.



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.

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

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

ideation

FINAL BOTTLE DESIGN.



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

ide@tion

plain background designs.



← the colour palette is very bright and summery.

← the colours work well together however look rather masculine.



← I like the shades utilised in this design, the orange stands out due to its eye-catching effect, however it is not too overpowering.

is@tion



← Not sure about the army green, doesn't quite match.



↑ the colours look nice together, although I don't think it would suit the brief.



← I like these colours, the apple green is bold, I'm not sure about the larger chunk of blue, it makes the design look a bit too masculine.

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

PHOTOS

too much light on face.



would have been better if her face was positioned towards the camera.



I love this shot, the red photos look exotic and represent the kiki brand well.



PHOTOS



facing down = x



not ready

I like this floral shot.



I like the shot, not sure about face though



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

PHOTOS

→ too dark



I like the sunset on both of these.

↳ not following the exotic theme.



↳ too blurry

PHOTOS

* I like this



↳ too darker contrast. doesn't work



↳ this could be effective.



↳ not good image of scenic beach.

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.

Photos

~ ~ ~ ~ ~



these photos are too dark →



I like these images *



the image is lopsided at the beach



The sunset is awesome in both.



bad posture in this image

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.

PHOTOS

→ too close up



hands are awkwardly positioned



photos

→ wow!



→ sky looks amazing.



not meeting the exact concept of the brief.



Photo\$



middle portion doesn't work

→ would not be useful

— but too dark

Photos



Flash is too bright creating a weird contrast

too close up

blurry

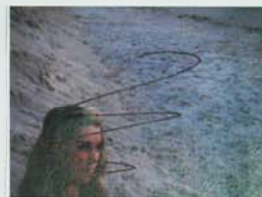
blurry

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

PHOTOS



scenic shots,
not very useful.



a posing image
could be good
if added with
a sunset shot.

PHOTOS

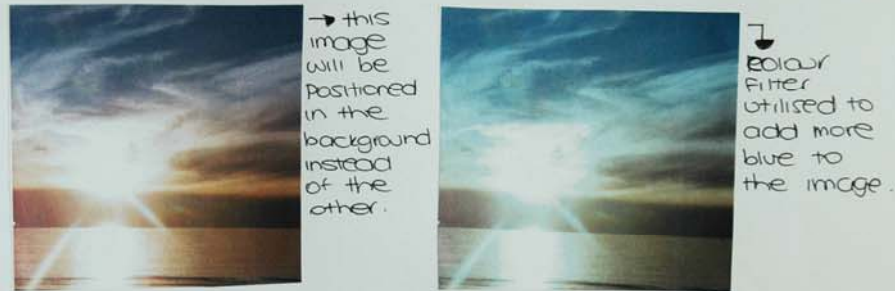
Flash = +



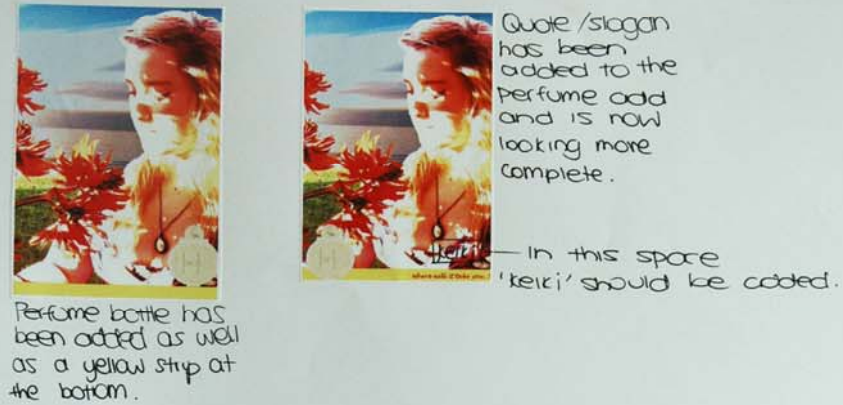
— cute.
bit too much
sand and not
enough sea
in photo though

too
pose-
like

IDEATION



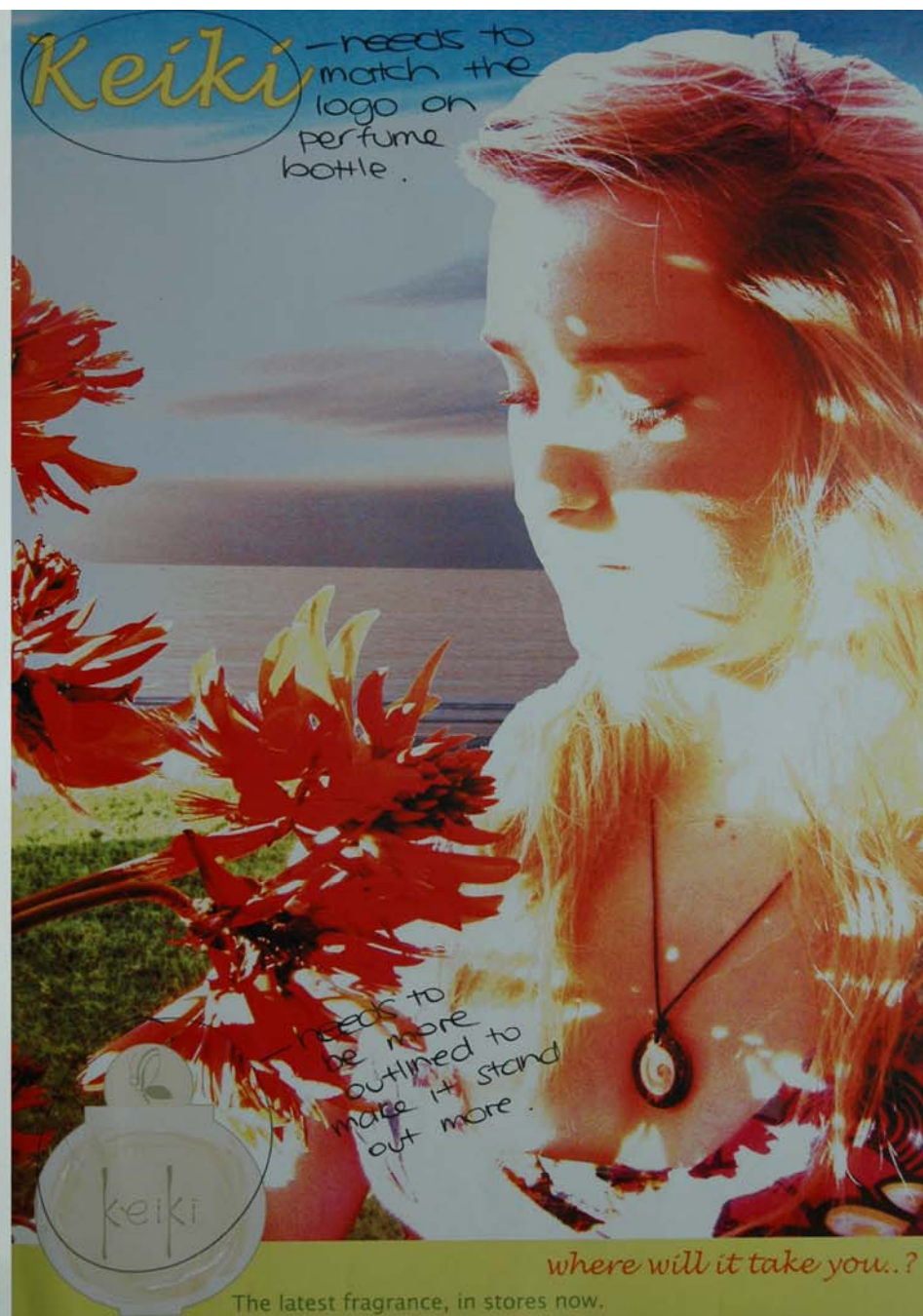
IDEATION



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

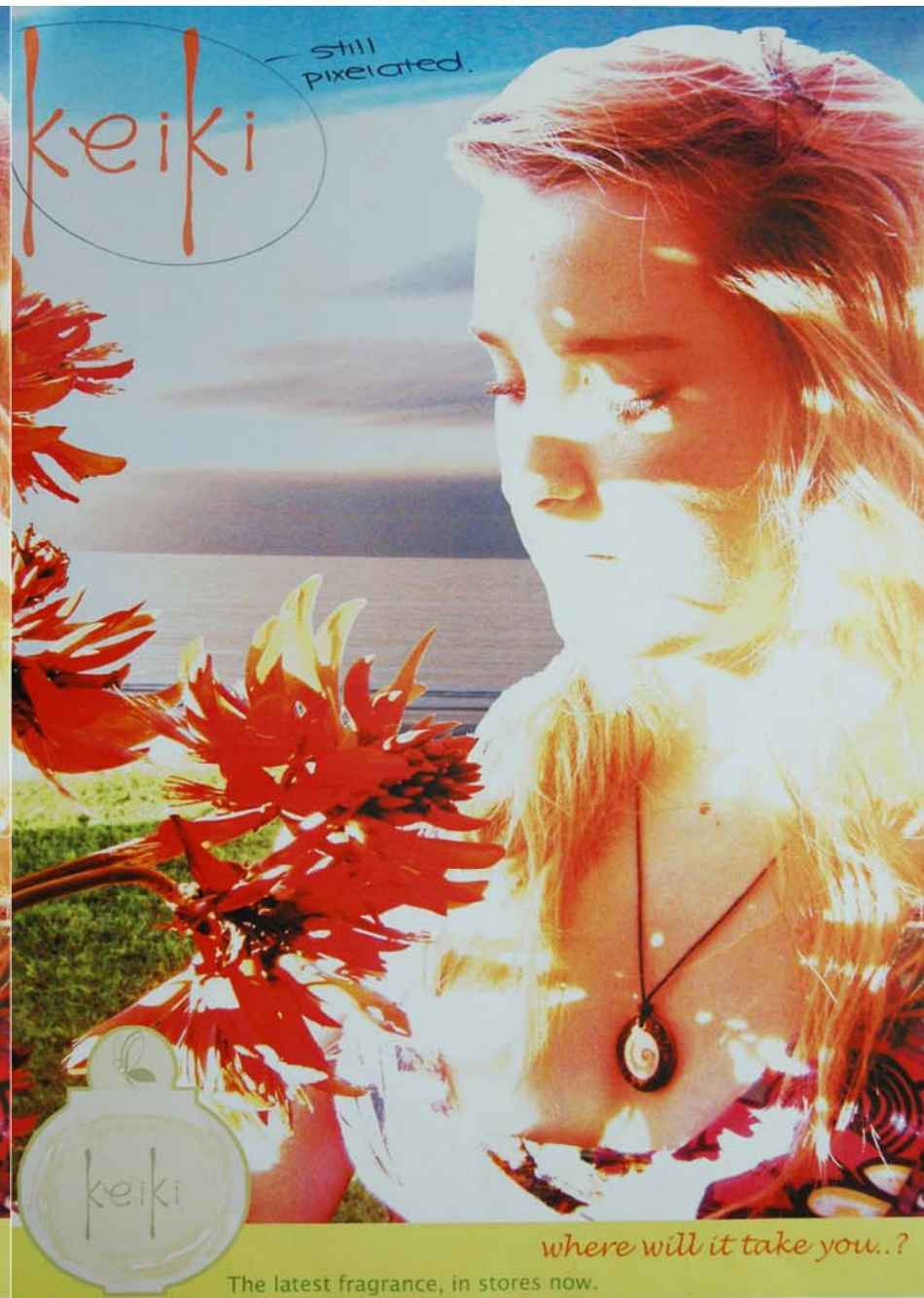
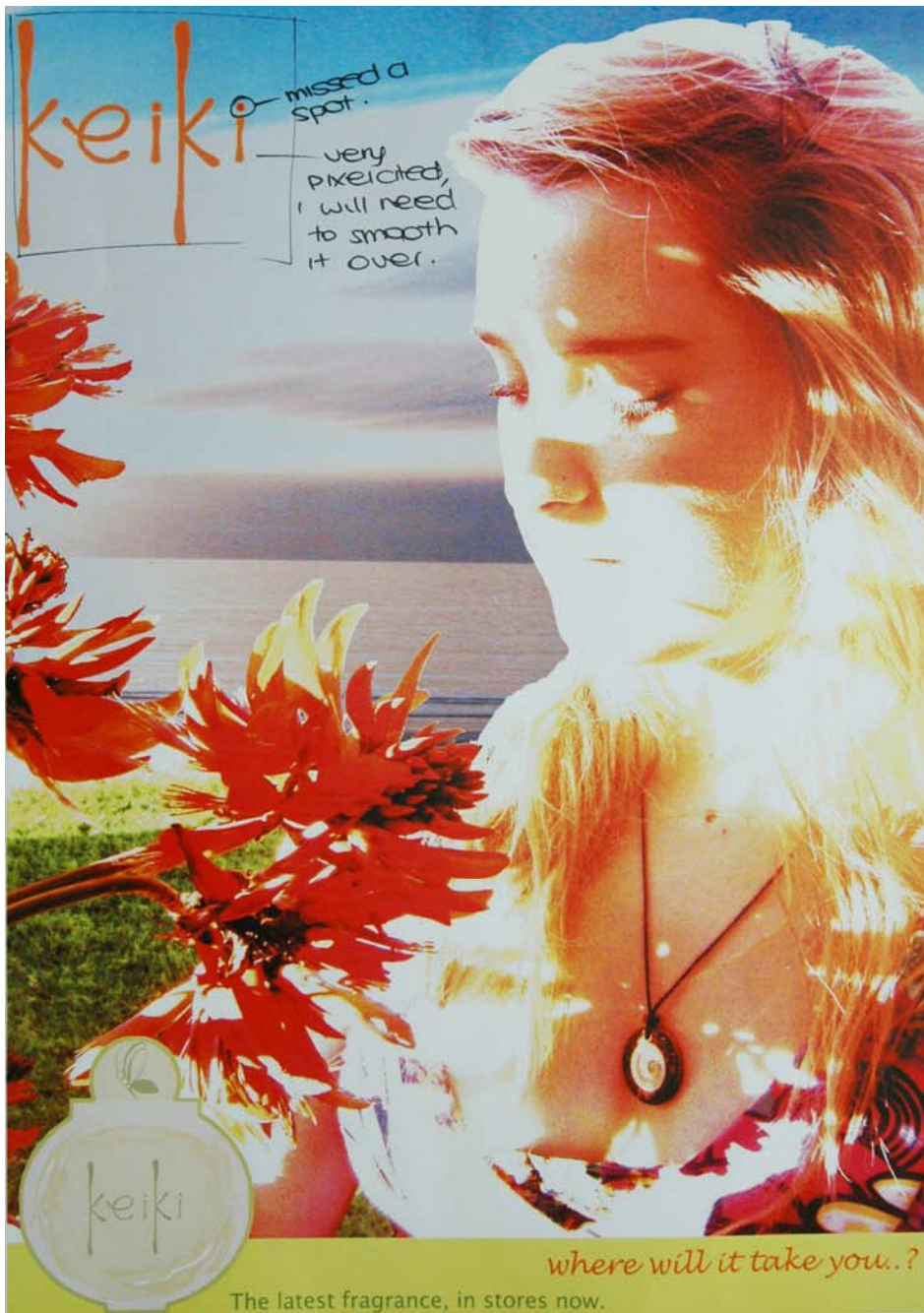
Competent exploration to refine technical skills and use media, materials, and technologies.

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



Practical Application
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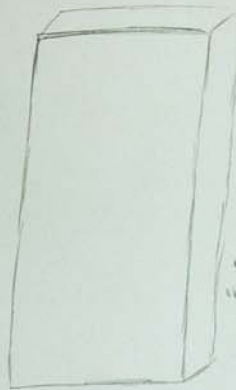
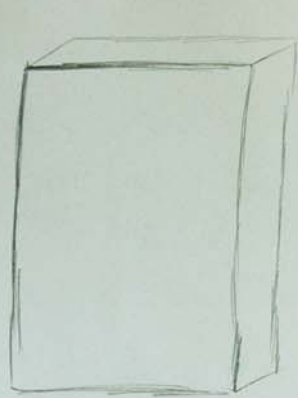
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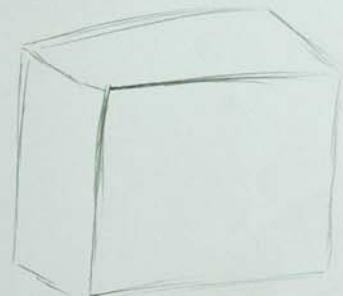
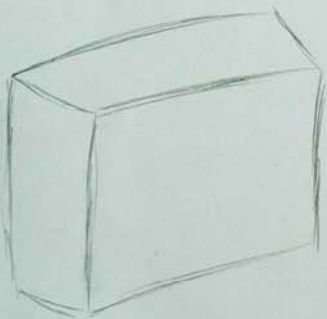
Practical Application
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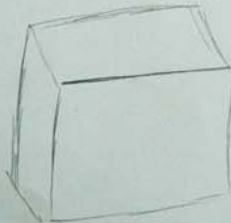
Ideation ~ perfume package box shapes.



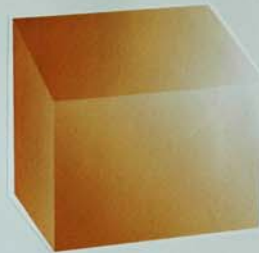
4 - The taller boxes would not suit the shape of the perfume bottle because it is smaller and wider in size and shape.



A square, wider type of bottle would be more desirable for the bottle design.



IDEation ~ perfume packaging



I don't like these colours.



I like the colour but not the colour on the logo.



Too Bright.

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.

Iteration



- doesn't suit
the perfume
bottle.



This colour is
different,
I kind of
like it.



I like the colour
and
logo →



Iteration - FINAL BOX DESIGN.



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

Performance Standards for Stage 2 Visual Arts

	Practical Application	Knowledge and Understanding	Analysis and Synthesis	Inquiry and Exploration
A	<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	<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>
C	<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
D	<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>
E	<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>