1 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.
Analysis and Synthesis
Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.
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.
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Analysis and Synthesis
Some basic summary and description of visual arts learning, with elements of evaluation.
Practical Application
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.

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.
Practical Application
Competent exploration to refine technical skills and use media, materials, and technologies.
Practical Application
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**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.
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.
These colours work well together and stand out.

This shape is different, but doesn’t suit the logo design.

I like this shade of green though.
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.
Ideation

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.

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.
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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Practical Application
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Practical Application

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

tour down under
Adelaide Australia
January 17 - 29 2010

+ the title/heading is too blurred.
+ the logo behind heading looks small and effective
+ not that bold.

need the effect of having the image duplicated.
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.


Practical Application
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<table>
<thead>
<tr>
<th>Practical Application</th>
<th>Knowledge and Understanding</th>
<th>Analysis and Synthesis</th>
<th>Inquiry and Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Initiation of complex or challenging and well-planned conceptualisation and development of innovative, imaginative, or personally relevant visual ideas.</td>
<td>In-depth knowledge of selected visual arts concepts, forms, styles, and conventions, and a clear understanding of their practical application.</td>
<td>Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exploration to refine technical skills and use different media, materials, and technologies.</td>
<td>In-depth knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>Extensive and sophisticated use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</td>
</tr>
<tr>
<td></td>
<td>Insightful and thorough documentation of creative visual thinking and problem-solving processes.</td>
<td>Insightful and discerning understanding of aesthetic and/or functional qualities in a variety of works of art or design.</td>
<td>Discerning evaluation of own work and connections or comparisons with other practitioners’ work.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td>Insightful evaluation of, and conclusions about, visual arts learning.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Thoughtful and well-planned conceptualisation and development of imaginative or personally relevant visual ideas.</td>
<td>Some depth of knowledge of selected visual arts concepts, forms, styles, and conventions, and a sound understanding of their practical application.</td>
<td>Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts.</td>
</tr>
<tr>
<td></td>
<td>Thorough exploration to refine technical skills and use media, materials, and technologies.</td>
<td>Some depth of knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</td>
</tr>
<tr>
<td></td>
<td>Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</td>
<td>Clear understanding of aesthetic and/or functional qualities in several different works of art or design.</td>
<td>Thoughtful evaluation of own work, and connections or comparisons with other practitioners’ work.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td>Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Considered conceptualisation and development of imaginative or personally relevant visual ideas.</td>
<td>Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.</td>
<td>Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts.</td>
</tr>
<tr>
<td></td>
<td>Considered exploration to refine technical skills and use media, materials, and technologies.</td>
<td>Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</td>
</tr>
<tr>
<td></td>
<td>Organised documentation of creative visual thinking and/or problem-solving processes.</td>
<td>Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.</td>
<td>Considered evaluation of own work and connections or comparisons with other practitioners’ work.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td>Competent and appropriate evaluation of, and conclusions about, visual arts learning.</td>
</tr>
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<tr>
<td><strong>D</strong></td>
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<tr>
<td>Elements of conceptualisation and some development of visual ideas.</td>
<td>Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</td>
<td>Some basic consideration and interpretation of at least one work of art or design with superficial reference to their context.</td>
<td>Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</td>
</tr>
<tr>
<td>Some exploration of technical skills using media, materials, and technologies.</td>
<td>Some reference to knowledge or understanding of visual arts in a cultural, social, or historical context.</td>
<td>Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</td>
<td>Superficial recognition of the role of visual arts in personal development.</td>
</tr>
<tr>
<td>Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</td>
<td>A superficial understanding of aesthetic or functional qualities in works of art or design.</td>
<td>Some description of own and others works, with some tenuous connections or comparisons.</td>
<td></td>
</tr>
<tr>
<td>Partial application of technical skills and some use of media, materials, or technologies in developing a work of art or design.</td>
<td></td>
<td>Some basic summary and description of visual arts learning, with elements of evaluation.</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
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</tr>
<tr>
<td>Emerging skills in the conceptualisation and development of visual ideas.</td>
<td>Limited knowledge or understanding of concepts, forms, or styles in visual arts.</td>
<td>Emerging awareness of connections between at least one work of art or design and the context.</td>
<td>Attempted engagement in a directed research process.</td>
</tr>
<tr>
<td>Attempted exploration of technical skills using media, materials, or technologies.</td>
<td>Emerging awareness of different visual arts contexts.</td>
<td>Limited use of visual arts language for interpretation or response in the visual arts.</td>
<td>Emerging awareness of the role of visual arts in personal development.</td>
</tr>
<tr>
<td>Limited documentation of creative visual thinking or problem-solving processes.</td>
<td>Some awareness of the need to understand aesthetic or functional qualities in works of art or design.</td>
<td>Attempted description of own and others’ work.</td>
<td></td>
</tr>
<tr>
<td>Attempted application of technical skills to develop a work of art or design.</td>
<td></td>
<td>Attempted description of aspects of visual arts learning.</td>
<td></td>
</tr>
</tbody>
</table>