

South Australian  
Certificate of Education

# VISUAL ARTS – DESIGN

Assessment type: Practical

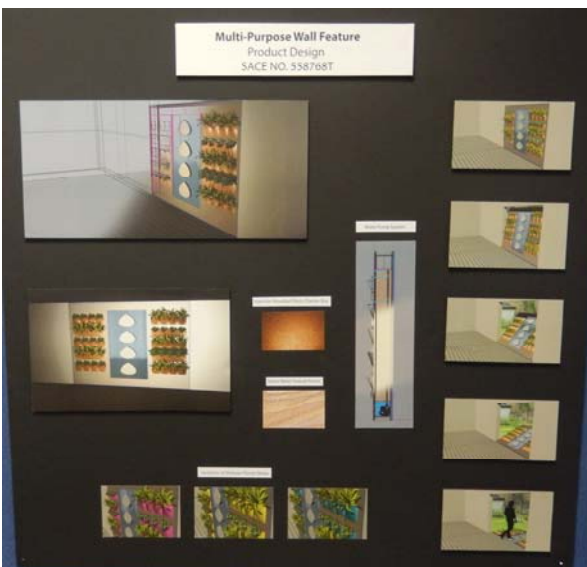


SACE  
Board of SA

# TASK EXEMPLAR: SAMPLE 3

**Student work**

## Product design – 'Multi-purpose wall feature'



My brief required me to design an innovative wall feature for a living area of an existing home with the aim of bringing 'the outdoors in' and creating a means of leading from indoors to outdoors. The brief outlined a number of requirements I needed to meet as the designer, ensuring my client would be content with the final design. My aim was to create a multi-purpose indoor wall garden that could effectively be sustained as a vertical garden indoors and as a horizontal garden outdoors.

The starting point of my design process was to research other types of gardens, where I found vertical and horizontal gardens used for both indoors and outdoors. Both commercial and residential gardens enabled me to build on my ideas as both displayed an increase of wall gardens as a feature. Within this research I investigated Patrick Blanc, the French botanist who invented the vertical garden. Blanc's creative, bold and endearing designs inspired my design process as well as my final design. Through the analysis of Blanc's designs I was able to direct myself to develop ideas and refine my designs to a functional and aesthetically pleasing end point.

It took an extensive amount of idea generation and refinement to form the key components of my feature wall, as I was working with both elements of indoors and outdoors as well as vertical and horizontal surfaces. I gathered and annotated a range of images and articles and experimented with different concepts and designs, balancing to my design aesthetic and the versatile functions required in the brief.

For my final design I chose what I believed to be the most fitting concept to meet my client's needs. I decided to incorporate two different components within the feature wall, these being the planter boxes and water feature. These two main components also needed to serve two different functions both in the vertical and horizontal orientations. As a wall, the centre component functions as a water feature allowing a thin film of water to flow down the surface and cascade around the 'teardrop' shaped natural stone forms. When horizontal, it functions as a path of stepping stones over a pond like structure. The second component of planter boxes function as a sculptural modular planting feature in both orientations. When horizontal, the planter boxes have two different looking aesthetics depending on the viewer's perspective. When looking at the planter boxes from inside the house the viewer can see the curved structures and form of the planter boxes but when viewing the planter boxes from outside, the viewer can see the plantation within the planter boxes. I built the overall structure of my design as a CAD model where I was able to experiment with different shapes and structures. When experimenting with the shapes of the stepping stones, I needed to ensure that the water would flow and cascade effectively and I found that the 'teardrop' shape was most effective. Also within my CAD model I was able to experiment with different colours and textures. The colour palette of the final design consists of a range of complementary warm and cold tones, mainly focussing on crèmes, browns and greys, with the addition of a rough textured plastic.

I believe that my final design is successful in achieving an interesting and innovative multipurposeful wall feature. While accurately showcasing my own unique ideas and design style, I have also met the needs of my client by producing this aesthetically pleasing product.

## Logo design – ‘Vino Rosso’

My brief required me to design and create an up-and-coming winery with an Italian influence. The brief required me to format a company and its logo and to begin to establish the introduction of the winery. The name and logo, which would appear on the company's products needed to be innovative and creative, while reflecting the traditional Italian heritage of the wine company and its owners.

The starting point of my design process was by researching different types of logos and companies that already existed allowing me to develop my own ideas. I focused on the analysis of the design elements and principles used within different logos. I found that many used line, colour and visual imagery to convey the message of their company within their logo. I applied what I found into my folio where I generated various alterations to my own designs. I also researched other wine companies to comprehend a sense of the type of market and clientele that existed in this area.

Through idea generation, I investigated different company names that would suit the client's requirements. As the client requested that the winery clearly reflect their Italian-heritage, I decided to name the winery “Vino Rosso” which translates from Italian to English as a not so subtle “Red Wine”. The name whilst obvious and aiming to be somewhat humorous, also reflects the type of culture and tradition that the company is aiming to represent for the target audience.

For the final logo design, I chose what I believed best suited the company so as to meet the client's requirements. My design consists of a range of text, line and colour used in order to aesthetically represent the company. Within the logo, I used the name of the company through the use of hand written black text, which represents the ‘boutique’ handmade nature of the winery, as the font is very simple and concise. The second component of line is used through the first letter of the logo, the “V”. This letter is distinctively bigger than the other text enabling it to be the focal point of the logo. The simple black curving line is used to resemble the shape of a wine glass which is represented as the “V” within the company's name. For the final component of colour, I used red in the text to emphasise the notion of the wine being red. For the final design of the wine label, I introduced green as a third colour; to represent one of the colours on the Italian flag. I also used texture in the background to the logo, which is used throughout the menu and labels. This texture is evident in the textured paper used as a background of the logo.

Overall, I believe that my final designs of the logo and wine labels, along with the menu are aesthetically pleasing whilst complying with the brief and meeting my client's requirements in order for them to be content with my work.



# TASK EXEMPLAR: SAMPLE 3

**Performance standards**

## Practical

Specific Features	Performance Standards				
<p><b>PA1</b> Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</p> <p><b>PA4</b> Application of technical skill and use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</p>	<p><b>A</b> Initiation of complex or challenging and well-planned conceptualisation, development, and resolution of innovative, imaginative, or personally relevant visual ideas.</p> <p>Highly effective application of refined technical skills and sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</p>	<p><b>B</b> Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>Effective application of some refined technical skills and some sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</p>	<p><b>C</b> Considered conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>Competent application of technical skills and elements of sensitivity in the use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</p>	<p><b>D</b> Elements of conceptualisation and some development and resolution of visual ideas.</p> <p>Partial application of technical skills and some use of media, materials, technologies, or processes in developing a work of art or design.</p>	<p><b>E</b> Emerging skills in the conceptualisation, development, and resolution of visual ideas.</p> <p>Attempted application of technical skills to develop a work of art or design.</p>

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## Practitioner's statement

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<b>AS1</b> Critical analysis and interpretation of works of art or design from different contexts. <b>AS2</b> Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions. <b>AS3</b> Evaluation of own work and connections or comparisons with other practitioners' work. <b>AS4</b> Evaluation of, and conclusions about, visual arts learning.	<b>A</b> 1. Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts. 2. Extensive and sophisticated use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions. 3. Discerning evaluation of own work and connections or comparisons with other practitioners' work. 4. Insightful evaluation of, and conclusions about, visual arts learning.	<b>B</b> 1. Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts. 2. Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions. 3. Thoughtful evaluation of own work, and connections or comparisons with other practitioners' work. 4. Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.	<b>C</b> 1. Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts 2. Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions. 3. Considered evaluation of own work and connections or comparisons with other practitioners' work. 4. Competent and appropriate evaluation of, and conclusions about, visual arts learning.	<b>D</b> 1. Some basic consideration and interpretation of at least one work of art or design with superficial reference to the context. 2. Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions. 3. Some description of own and others works, with some tenuous connections or comparisons. 4. Some basic summary and description of visual arts learning, with elements of evaluation.	<b>E</b> 1. Emerging awareness of connections between at least one work of art or design and the context. 2. Limited use of visual arts language for interpretation or response in the visual arts. 3. Attempted description of own and others' work. 4. Attempted description of aspects of visual arts learning.



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## Comments

**A-**

**PA1.** Challenging and well planned ideas particularly in relation to 'multi purpose wall features'.

**PA4.** Effective application of some technical skills and processes to communicate design ideas.

**AS2.** Sophisticated use of visual arts language to synthesise thoughts in relation to design ideas.

**AS3.** Discerning evaluation of own work and connection to other designers.