

# Media and Environmental Projects

Year Level(s): 13

**Activity Objective:**

Link student learning to an outside client in a context related to solving design problems and achieve Level 3 NCEA Graphics credits. Using technology-graphics in a real life situation with client feedback evaluating the students' ongoing solutions.

**The Learning Context:**

Students involved with Year 13 Graphics should be at a stage where they have a base knowledge of experience with this subject. It is appropriate for them to take their knowledge and experiences into a more realistic situation and work on real design problems outside their classroom environment. The related NCEA assessment also requires this of them.

Outside clients for two assessment areas were provided for students, however students were also given the opportunity to contact their own client.

**Curriculum Reference:**

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

**Key Competencies and Enterprising Attributes:**

Competencies	Enterprising Attributes
Relating to others	1. Communication
Using language symbols and texts	2. Negotiation
Managing self	3. Flexible attitude
Participating and contributing	4. Take advice
Thinking	5. Creative solutions
	6. Problem solving
	7. Research and design development
	8. Reliability of the related client expecting to see a solution through to its completion
	9. Recording developmental details as part of a process
	10. Documentation of graphic solutions for the purpose of client with consultation and ongoing development

**Learning Outcomes:**

Students will get the opportunity to experience real life situations related to designing solutions in their chosen field.

They will talk to professional people who will communicate with them and gain a realistic view of the many factors that are common to working outside the bounds of classroom.

# Teaching and Learning Sequence

The year was divided into related modules to enable students to have a block of time where they learnt the processes required for student/client relationships and also the content knowledge so they can go on to achieve the level 3 credits available to them.

## Step 1: Preliminary Learning

The first module enabled students to look more in-depth at the principles of design aesthetics and function. It also introduced a more client based approach to their work. In other words working to real life scenarios and getting client based feedback regarding their design solutions. A common Achievement Standard was used for the assessment of work they did. The design brief was delivered by the teacher, who was the client for this first unit of work.

## Step 2: Student select context for Graphics project.

The students were given the choice of two Achievement Standards that assessed two different areas of study.

1. assessed media
2. assessed environmental and architectural

Both are worth 5 credits for NCEA level 3.

Both assessments required students to work with outside clients in conjunction with a common achievement standard related to negotiation of a brief. Personal or teacher based design briefs were not allowed. Parents were discouraged as a client as this had previously led to authenticity complications.

Students could still seek their own client and 3 within a class of 18 students selected to do so.

## Student Examples

**Student 1** - chose to work within the Architectural and Environmental Achievement Standard. His brief was to design granny flat for a family friend. He was required to produce a set of plans up to permit stage required by the local council.

**Student 2** - created a media package for a client that was her employer. This included a logo and advertising media. She was working in the Media Achievement Std

**Student 3** - produced a landscape design for the next door neighbour's house. This included seating, shading, and general layout of the area around a domestic dwelling. He was working in the Architectural and Environmental Achievement Std.

It is crucial to find suitable outside clients so that students can be involved in real life situations and get real feedback from people that are involved with this work. The clients must be willing to give their time and provide professional feedback. Hopefully the quality of design product they receive back makes it a "win – win" situation.

There was some concern initially that the students would take too long to find their own client and their suitability for the NCEA assessment was going to be questionable. However, as the examples above show, the student's clients fitted within the scope of the subject requirements.

### Step 3: Setting up with a client

**Example :** Media Client.

Dry Crust Communications (a graphic communication company)

The students worked with Dry Crust as the client, rather than working with their clients. The aim was for students to produce media that would be helpful to promote Dry Crust.

A class meeting at school prior to our visit to Dry Crust Communications involved:

Group Discussion.

- What are we going to do?
- What do we ask about?

The students needed to collect information about Dry Crust in order to begin their work. Ideas included:

- Have a look around.
- Get background information
- Query the name
- Talk about their logo
- Examples of their work
- How could we help them with what we do?
- What sort of client do they want to attract.
- Ideas for us to work on relating to media that would be helpful.
- What sort of computer software do they use?
- How many staff do they have and how varied are their jobs within the organization?

At the first meeting with Dry Crust, the students were introduced to the staff, had a good look around at the workplace and found out about the running of the organization and they generally answered the questions we had. It was a productive meeting.

As a result the students were able to go back to the college and meaningfully discuss the project ideas. These included:

- Clothing design
- Re-design of logo—lots of discussion on this
- Web design
- Information boards inside building
- The use of the building shape to have a presence in the media.



This is a picture of the Building which houses Dry Crust Communications (note the logo on the left). A future design brief will involve the redesigning of the face of this building.

#### **Step 4: Students carry out design tasks**

A lot of thought and discussion followed until the students were eventually able to begin individually drawing up their preliminary plans to present back. These were generally set out as follows:

##### **Situation:**

Condensed version of the scope of work they were to undertake given the circumstances of the Design Firm. For example: “designing a media package for Dry Crust Communication which is a Graphic Communication Firm in Nelson specializing in graphic design, advertising, publications, copy writing and public relations”.

##### **Brief:**

- How the students proposed to solve the problems outlined in the situation above.
- Specifications
- Listed general information from the brief but in more detail.  
eg. Clothing design
- Designing information boards.

##### **Process:**

The work students will accomplish to achieve the specification, items using the design process from research through to final solutions, such as formal drawings, computer work, models etc.

After the brief was created a start on the design work could begin with research and conceptual ideas. When this initial stage was finished it was time to get client feedback to add direction into the students work. A meeting was organized with the client who visited us at the school. All these meetings proved to be very productive and the students (and teacher) were inspired and encouraged. A way forward was achieved.

As the year went on several more meetings were arranged and different stages of the design progress were discussed. The students were extended into areas that they would not normally endeavour to go in their design work.

##### **Teacher Reflection:**

As the students continued throughout the year they developed a package of very good design solutions to their brief and achieved a very good relationship with the design firm staff. A few students have confirmed that through experiencing this E4E project they would like to pursue a design related career.

It was great to see that most if not all of the design projects would be incorporated into the Dry Crust firm. The team at Dry Crust can not be thanked enough for making the year for this group of students so rewarding.

As a teacher it was tremendous to be involved in the project and I received a lot of pleasure from seeing the students achieve. I also personally received a lot of confidence professionally by getting out of the classroom and seeing that what we do in the classroom has its place in the community.

##### **Possible Assessment Activities:**

Formative assessment and feedback is ongoing as students set up for their design projects with clients. Feedback was targeted at key design stages throughout the project. It is important to gradually step back and hand responsibility over to the students but use your professional judgment as to guiding the student so the appropriate outcomes can be reached.

Final summative internal assessment for the Media Achievement Standard was completed at the end of the project.

Finally, to met the NZQA requirements for this assessment with having a “client” involvement, student projects were submitted to NZQA

A.S. AS90738 (3.5)

Develop and communicate a solution to a media or technical illustration design brief.

A.S. AS90734(3.1)

Negotiate a brief and a solution by applying a design process.

A.S. AS90736(3.3)

Develop and communicate a solution to an architectural or environmental design brief.