



Australian Government

Department of Education, Employment and Workplace Relations

BSBDES302A Explore and apply the creative design process to 2D forms

Revision Number: 1

BSBDES302A Explore and apply the creative design process to 2D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This unit applies to individuals who apply the creative design process to the development of 2-dimensional forms. The unit underpins many other specialised design units.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on 2-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 2-dimensional design 1.2. Evaluate and collate information to build a knowledge of 2-dimensional design
2. Explore the creative design process for 2-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 2-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 2-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 2-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 2-dimensional form and its success in communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills to read and interpret information about 2-dimensional design
- visual literacy skills to make judgements about the application of the design process to 2-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2-dimensional forms
- materials, tools and equipment required for the design of 2-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 2-dimensional forms.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • production of a range of samples or concept realisations which show the creative application of processes to 2-dimensional forms • knowledge of the design process as it applies to 2-dimensional work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to the materials resources and equipment needed to apply design processes to 2-dimensional forms.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used • oral or written questioning to assess knowledge of 2-dimensional design.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- anecdotal sources, personal observation
- art and design work
- books and magazines
- natural and manufactured forms, objects and/or structures
- optics, including single and multiple vanishing points
- scientific texts
- web-based resources

Creative thinking techniques may include:

- brainstorming:
 - bulletin board
 - buzz session
 - computer-aided
 - sequencing
 - stop and go
- daydreaming and mental wandering
- Edward de Bono's six thinking hats
- ego alter or heroes
- graphic organisers:
 - concept fans
 - visual maps
 - webbing
- lateral thinking games
- making associations
- mind mapping
- morphological analysis
- storytelling
- sub-culture surfing
- trigger words
- use of metaphors and analogies
- vision circles
- visualisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	<ul style="list-style-type: none"> • contrast • direction • exploring tonal range to produce illusion of 3-dimensionality • harmony • linear perspective • mark making • modelling volume through marks and tone • pattern • positive and negative shape • proportion • rhythm • shape • size • texture • tone
<i>Concept or idea</i> to be communicated may relate to a range of activities such as:	<ul style="list-style-type: none"> • advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
<i>Materials, tools and equipment</i> may include:	<ul style="list-style-type: none"> • cardboard • air brushes • cutting blades • digital equipment • found materials • glue • inks and washes • markers • measuring tools • pencils • pens and nibs • range of brushes • range of papers • receptacles • relevant and current software

RANGE STATEMENT	
	<ul style="list-style-type: none"> • rulers • scissors • spatulas • sponges • spray guns
<i>Concept realisations or samples</i> may be:	<ul style="list-style-type: none"> • digital output • drawn, painted, printed, collaged • photographs

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Design - Design Process
-------------------------	-------------------------

Co-requisite units

Co-requisite units		