

Exemplar for Internal Achievement Standard Design and Visual Communication Level 1

This exemplar supports assessment against:

Achievement Standard 92000

Generate product or spatial design ideas using visual communication techniques in response to design influences

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to generate product or spatial design ideas using visual communication techniques to generate their own design ideas that relate to design influences.

This involves using visual communication techniques to generate the student's own design ideas that relate to characteristics of source materials. One of the sources must be an appropriate te ao Māori design influence. These can include regional styles, types, and forms of objects, spaces, and buildings. The other can be any other designed source. A rationale is required for both influences, including a written description of the design influence, its significance, and acknowledgment of authorship. This can be supported by a collated set of images. This is followed by generating design ideas that relate to the characteristics (design elements) of the source materials.

In this exemplar, there is evidence of a design influence from te ao Māori, with examples of traditional waharoa (a carved entranceway), and from Daniel Libeskind (a Polish–American deconstructivist architect), and Elisapeta Heta (a noted NZ architect). A rationale is provided for both influences, through collated images and descriptions of the waharoa, Libeskind's, and Heta's work.

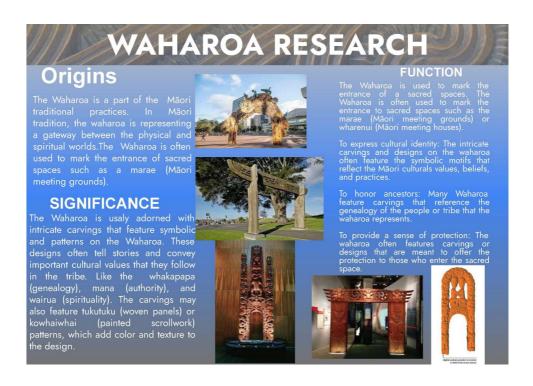
Design characteristics and elements are identified for each influence and are drawn on in the generation of shapes and forms. The concept of a waharoa/gateway from te ao Māori and triangular elements from Daniel Libeskind are explored and progressed in the subsequent design ideas. Design ideas are generated using visual communication techniques of 2D and 3D sketching and digital modeling. The focus of the generated design ideas is primarily aesthetic, resulting in the restriction of this grade to Achieved.

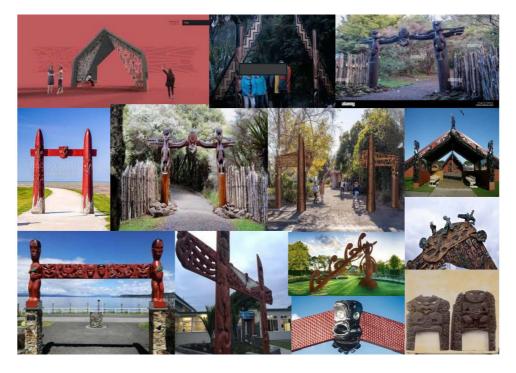
To meet the 'develop' criteria for Merit, evidence must demonstrate the use of visual communication techniques to draw on the characteristics of source materials, to explore the function and aesthetics in the student's own design ideas. The 'develop' criteria required by this standard means exploring and experimenting with design ideas, not resolving them. This could be shown by showing consideration of the waharoa in its context, and how the users would access it and pass through.

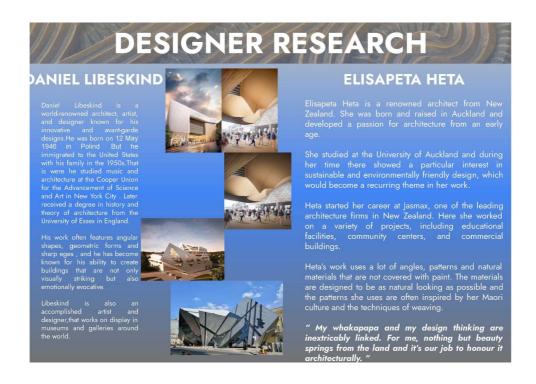
In future, to meet the NZQA requirements for authenticity, the source of the research images should be acknowledged and recorded. This also serves to recognise authorship, whakapapa, and heritage.

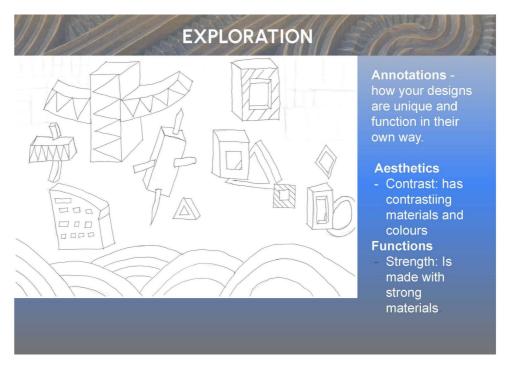
Achieved

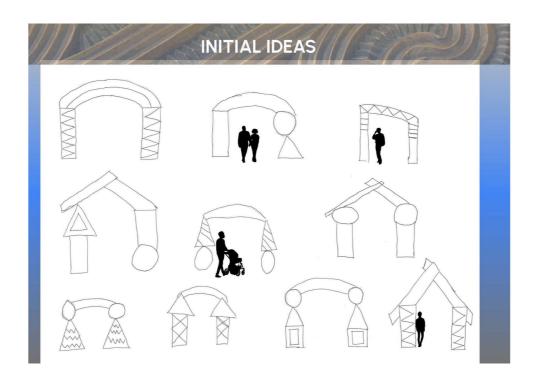
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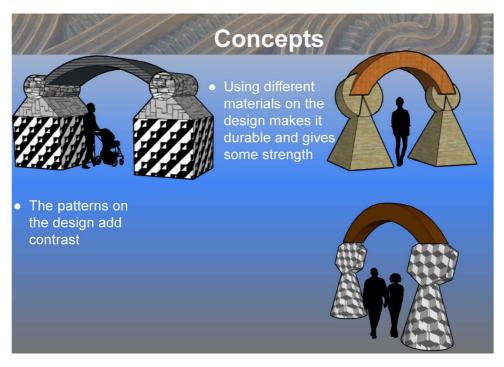


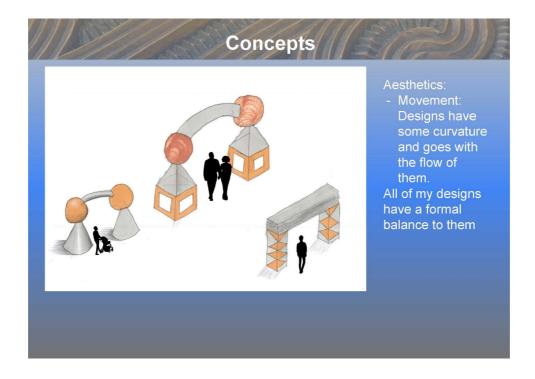


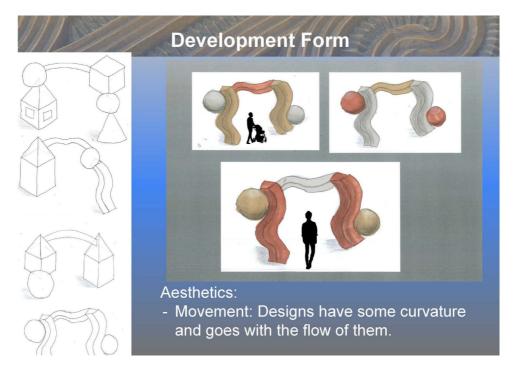


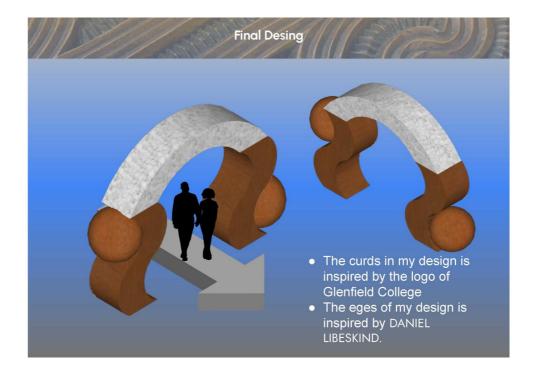












Grade: Merit

For Merit, the student needs to develop product or spatial design ideas using visual communication techniques in response to design influences.

This involves using visual communication techniques to draw on the characteristics (design elements) of source materials to explore the function and aesthetics of the student's own design ideas.

In this exemplar, there is evidence of a design influence from te ao Māori with research into Pa, this is supported with images and annotations describing the components of the Pa. There is evidence of research into the work of Nicholas Dalton, a noted NZ architect, supported by images of his work and annotations describing it. A rationale is provided for both influences, through the collated images and the descriptions of each design influence.

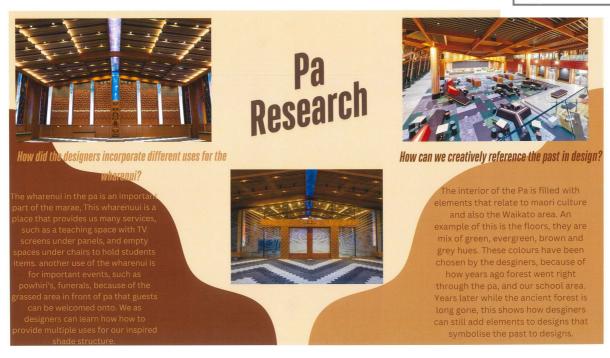
Design elements are identified for each influence through the descriptions, and are drawn on in the generation of shapes and forms. A range of elements are drawn from both design influences and experimented with, explored, and progressed in the subsequent design ideas. Both function and aesthetics are explored and experimented with in the subsequent design ideas. Visual communication techniques of 2D and 3D sketching include use of tone and colour.

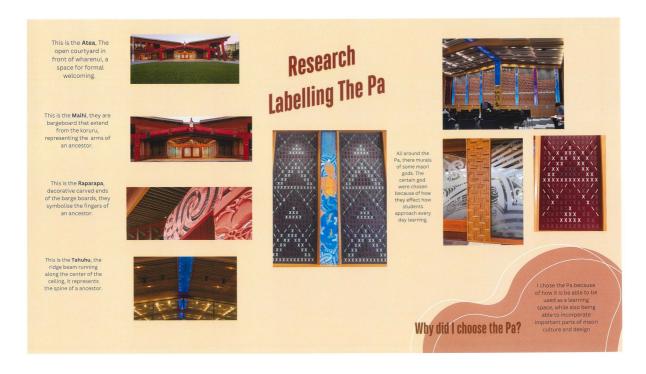
To meet the 'extend' criteria for Excellence, evidence must demonstrate the use of visual communication techniques to draw on the characteristics of source materials, and further application of divergent thinking to regenerate new design ideas is also required. This could be shown by not refining a chosen design idea, but shifting focus to the re-generation of new forms to create different rooflines and spaces within the shade structure.

While there was one research source link to work by Nicholas Dalton, in future the source of all the research images should be acknowledged and recorded in order to meet the NZQA requirements for authenticity. This also serves to recognise authorship, whakapapa, and heritage.

Merit

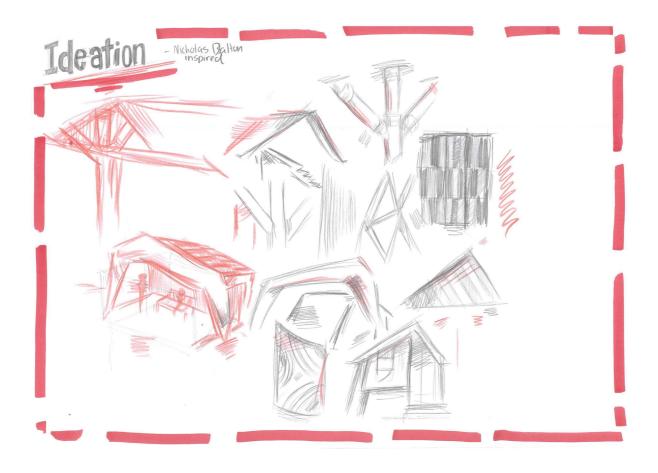
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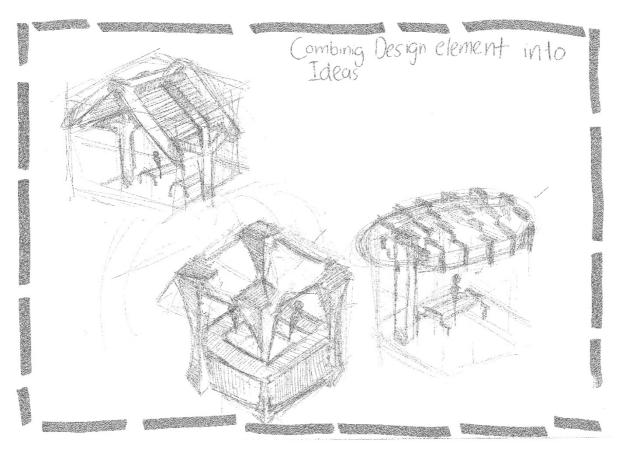


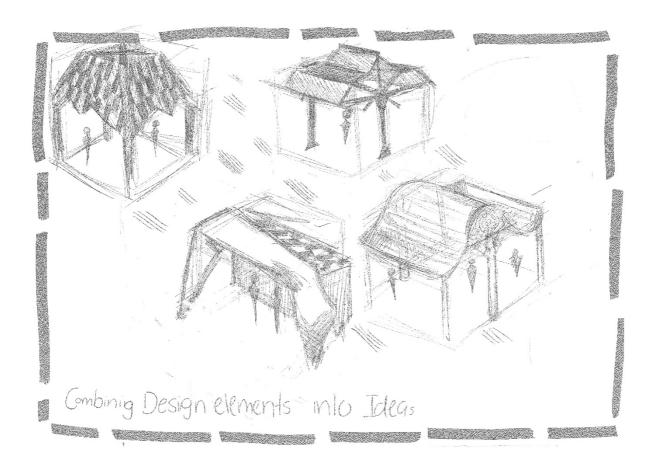


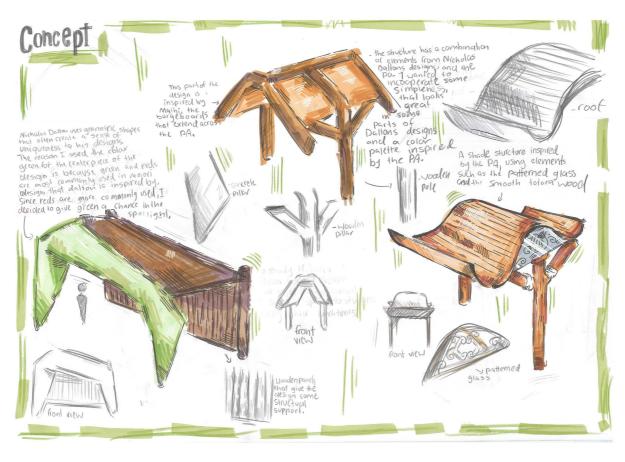


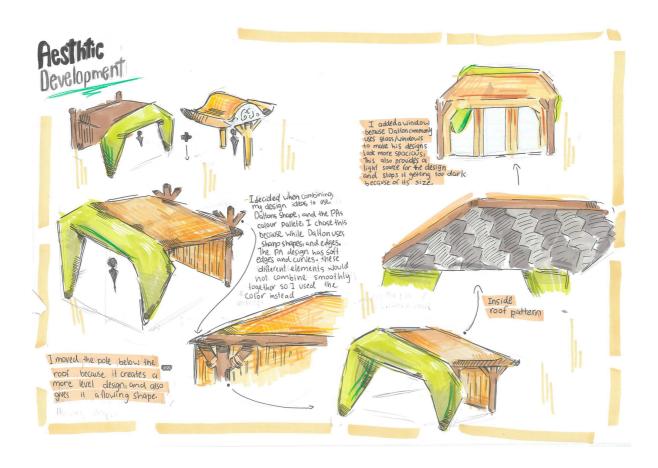


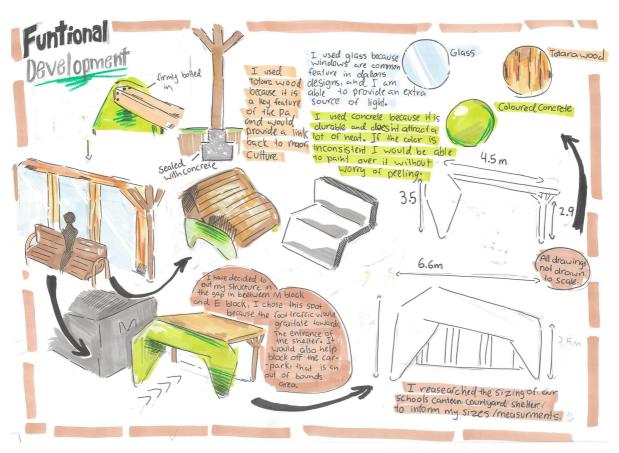














Grade: Excellence

For Excellence, the student needs to extend product or spatial design ideas using visual communication techniques in response to design influences.

This involves using visual communication techniques to draw on the characteristics (design elements) of source materials, and applying divergent thinking to regenerate new design ideas.

There is evidence of a design influence from te ao Māori, with images and researched annotations into Waka's and the associated narrative carvings of whakapapa and heritage, their carvers, the sails, and the applied symbols and patterns.

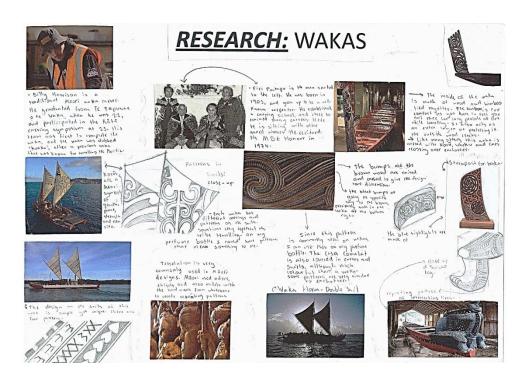
A second design influence is from Salvador Valeri Pupurull, of the Catalan Modernisme movement. His highly decorative work is illustrated and described with a researched commentary. There is also research evidence of a range of Perfume Bottles that subsequently inform the student's design ideas.

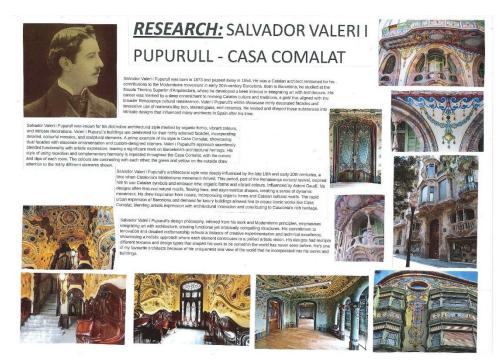
Design elements are identified for each design influence, and are drawn on in the generation of shapes and forms. Elements from both the Waka and Pupurull's designs are explored, experimented with, and progressed in the subsequent design ideas, and there is extensive design annotation that reflects on the student's use of selected design elements and what they represent. The exploration of aesthetics is a feature of the design work which is supported by functionality in the progression of ideas. Visual communication techniques of 2D and 3D sketching and colour are evident.

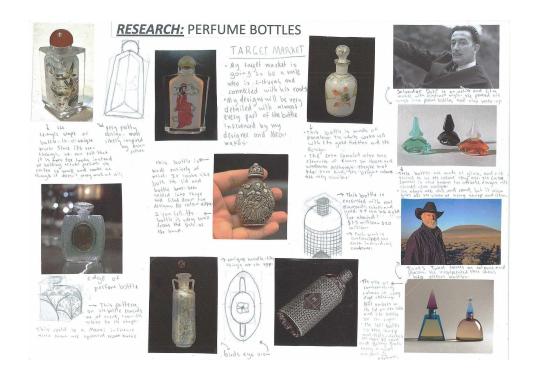
Each of the design influence research sources is well acknowledged with a bibliography to meet the NZQA authenticity requirements.

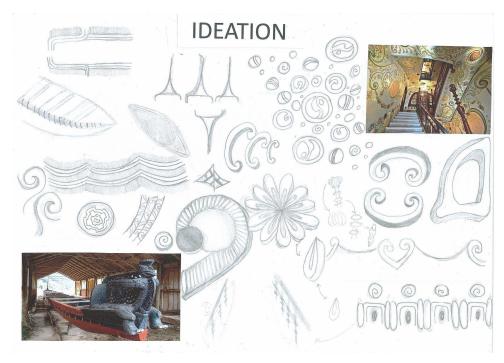
Excellence

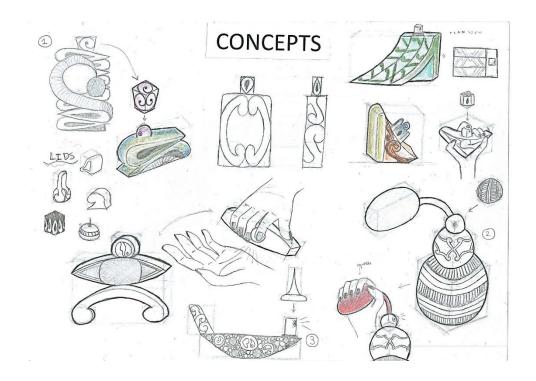
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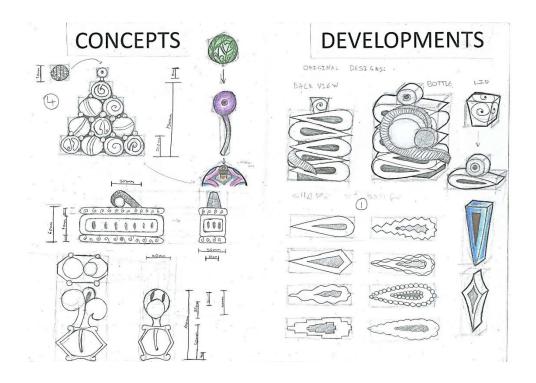


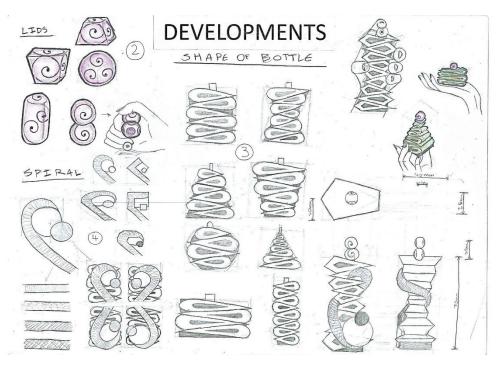




CONCEPT NOTES

- eres are stacked symmetrically and repeated on top of each other to main body for the perfurne to sil in. igns are randomly placed to give a sense of difference. als on the circles represent the wake influence, used multiple times to se the curves of the design. I designs with the border are from both my influences, created by using pace.





DEVELOPMENT NOTES

- Comalar. Having these gives a steady base for the perfume to sit in, and also an area where the users can hold the bottle. Changing the spikes to a more sharper/squarer version gives the bottle a more unique approach.
- 2
 The lid is designed with a spiral from both my influences, Wakas and Salvador Valeri I Pupurul's Casa Comalat. In the original design, it was visible on all sides.
 The shape made the lid easy to pop off the bottle, but having rounded sides would be more confirctable for users to grip.
 well the process of the shape with the rounded curves, and also give the users a more pleasant place to grasp the lid.

- The rectangular shape of the original bettle was symmetrical and easy to hold, but not the most ergonomic it could have been. The triangular shape could be too particular for users to hold and simultaneously spray.

 The rectangular shape could stop and the properties of the angular shape to hold and simultaneously spray. The rectangular shape could strain hands to fit around the bottle, and would be too thin for users to comfortably carry. The circular shape would also be an uncomfortable hold for users; having to wrap their hands around would make it deficult to use the spraying function. Solvenies around the easy to pray with the same hand. I makes the bottle more efficient; straight away, users know where to put their hand to hold the bottle.
- spiral direction was simple and basic; straight from the waka stern I used an influence.







