

SAMPLE SCOPE & SEQUENCE

Computer Graphics and Design Foundation, LEVEL 2

Learning Design

Below is a suggested sequence of content for Computer Graphics and Design Foundation CGD215118.

This is an example only; to be used to support teachers to develop their own scope and sequence documents and associated assessment matrices that meet the learning needs of their learners.

NOTE: This course may have been amended since the development of this sample teacher resource in 2018. Please visit the [TASC website](http://www.tasc.edu.au) for current version of the course.

Term I

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed	
1	Unit I Design Foundation	Expectations/orientation, examples of flaws in design aesthetics and functionality			
2		Design elements, principles, design process	C1, C4	Formative tasks	
3		Research, Drawing and sketching ideas			
4		Isometric and orthographic drawing	C3	Formative tasks	
5		Design Project I (eg follow the design process to redesign a household item) (incorporate techniques for recording, reflecting, and visual communication; consider clients, aesthetics and functionality; introduce the concept of sustainability)		C1, C2, C3, C4, C5	WRI – Design process presentation
6					
7					C1, C2, C3, C4, C5
8					(all 5 Design projects will be equally weighted, but may not assess all criteria)
9				C7	Formative tasks

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
10	Unit 2 Digital Imaging	Experiment with Photoshop to learn raster and vector applications and tools		
Break				
Break				

Term 2

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 2 Digital Imaging	Design Project 2	C1, C2, C3, C4, C5, C6, C7	WR 2 – Digital imaging C1, C2, C3, C4, C5, C6, C7
2		Use digital imaging files, systems and tools to produce 2D graphics for particular functional design contexts (eg Vegetable character and logo advertising poster)		
3				
4				
5	Unit 3 3D Modelling	Experiment with 3DS Max to learn foundation systems and processes	C6, C7	Formative tasks
6		Design Project 3 (incorporating polygon, spline and digital sculpting techniques to produce shell based modelling solutions) (eg Pull along toy)	C1, C2, C3, C4, C5, C6, C7	WR 3 – 3D modelling C1, C2, C3, C4, C5, C6, C7
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8				
9				
10				
Break				
Break				

Term 3

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 4 Animation	Experimenting with animation applications and techniques	C6, C7	Formative tasks
2				
3		Design Project 4	C1, C2, C3, C4, C5, C6, C7	WR 4 – Animation
4				

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
5		(use the design process to generate animation including keyframing, tweening, narrative and sound recording)		C1, C2, C3, C4, C5, C6, C7
6				
7	Unit 5	Developing a design brief	C2	Formative task
8	Computer Graphics and Digital Elective	Design Project 5: select one from the available options: <ul style="list-style-type: none"> • Interactive design • Solid modelling & 3D digital fabrication • Video, motion graphics and post-production editing • Asset development, game design and production 	C1, C2, C3, C4, C5, C6, C7	WR 5 – Elective design project C1, C2, C3, C4, C5, C6, C7
9				
10				
Break				
Break				

Term 4

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 5	Continue Design Project 5		
2	Computer Graphics and Digital Elective continued.			
3				
4		Display projects/ promotion opportunities		
5				
6				
7				
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