Logo design

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| Years 8–9 | Technology |
| Students research, design and produce a logo that communicates the service and function of a new landscaping business. | |
| **Time allocation** | 5–6 hours |
| **Student roles** | Independently investigate, ideate, produce and evaluate a final design.  Work collaboratively to critique and refine designs. |
| Context for assessment  People are exposed daily to different forms of persuasive marketing strategies by businesses promoting their services or products. Business logos are an important part of these strategies. Effective logos can be designed by applying technology processes. | |

******This assessment gathers evidence of learning for the following **Essential Learnings**:

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| Technology Essential Learnings by the end of Year 9 | |
| Ways of working Students are able to:   * investigate and analyse specifications, standards and constraints in the development of design ideas * consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products * generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals * evaluate the suitability of products and processes against criteria and recommend improvements * reflect on and analyse the impacts of products and processes on people, their communities and environments * reflect on learning, apply new understandings and justify future applications. | Knowledge and understanding *Technology as a human endeavour*  Technology influences and impacts on people, their communities and environments in local and global contexts.   * Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production. |
| Assessable elements  * Knowledge and understanding * Investigating and designing * Evaluating * Reflecting | |
| Source: Queensland Studies Authority 2007, Technology Essential Learnings by the end of Year 9, QSA, Brisbane. | |

 Listed here are suggested **learning experiences** for students before implementing this assessment.

* Use technical graphics equipment such as compasses and drawing boards, or appropriate ICT alternatives.
* Explore general design concepts and investigate attributes of good logo design. See Appendix A: The design process.
* Conduct research using a range of sources, e.g. websites, books, industry magazines.
* Use grids for structured symmetry and proportion when designing and drawing.
* Identify different design elements of font size, colour and image forms to appeal to visual senses.
* Practise transformation skills (see the Assessment-related resource: Logo transformation).
* Practise reflection and evaluation skills through exploration of logo design.

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| Icon_Resource | Teacher resources |

Assessment-related resource: Logo transformation

Appendix A The design process

Preparing

Consider these points before implementing the assessment.

* Depending on the level of learning or knowledge of the students, revise required skills or use of specialised tools.
* Arrange access to appropriate tools, materials and workspaces.
* Have designs, symbols and sample logos available for students to examine. See Resources for this assessment in this booklet.
* Discuss with students:
* the appropriate use of the internet
* graphics room etiquette and procedures
* appropriate use of graphics equipment.
* Decide how students will present their finished logos to an audience. Students could enlarge their logos using skills acquired in the logo transformation process (see Sequence learning).
* Decide what format to use for the students’ design journals. These could be:
* printed copies of the *Student booklet* (students will probably need to insert extra pages for their notes and drawings)
* electronic copies of the *Student booklet* (this method makes it easier to include digital photos, but students may need to scan in sketches)
* other electronic formats, such as blogs or PowerPoint presentations.

## Implementation

Consider these points while implementing the assessment.

* As the core of this assessment is about learning and thinking in technology, it may be appropriate for students to verbally respond to parts of the assessment. This will allow them to demonstrate their understanding of technology without being constrained.
* Elements of this assessment may require modelling, scaffolding or other support, depending on individual students and the complexity of their choices.
* Support students to investigate attributes of good logo design:
* eye-catching design to have an immediate effect
* simple but meaningful colour patterns and images
* simple but strong images that are easy to reproduce
* simple style to make a statement
* distinct design for immediate brand recognition
* clear representation of product or service
* original idea — does not copy other leading brands e.g. Coke, Nike.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. Adapt the table to suit your students and the school environment.

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| **Suggested time** | **Student activity** | **Teacher role** |
| **Section 1. Investigation** | | |
| 90 minutes. | Write a suitable definition of a logo.  Identify important design attributes relevant to this assessment. Designs should:   * be eye-catching — can be elaborate but simple enough to be noticed * be memorable and unique to make a statement about the company * use fonts and colours that are appropriate to the business and have the desired effect on people * distinguish the company from competitors.   Investigate the landscaping industry and collect a folio of sample logos. | Provide access to designs, symbols and sample logos for students to examine.  Model use of a design folio (*Student booklet*) to compile information and ideas. |
| **Section 2. Design** | | |
| 90 minutes. | Start designing logos and documenting progress in *Student booklet.*  Develop three design ideas and experiment with:   * using templates to reproduce basic shapes depicting the various elements of their logo such as trucks, boulders, or trees * manipulating shape, colours and textures using coloured paper, crayons, paints, etc. * using ICTs. | Provide access to appropriate tools, materials and workspaces.  Model safe techniques and processes. Encourage exploration of diverse materials and techniques, e.g. card, vinyl, PVA glue, stickers, staples.  Assess designs and give approval once students are ready to move on to the production phase. |
| **Section 3. Production** | | |
| 90 minutes. | Produce final design, including labelled sketch and final design layout (see *Student booklet*). | Provide access to appropriate tools, materials and workspaces. |
| **Section 4. Evaluation and reflection** | | |
| 1 hour | Self-evaluation of product — whether completed design addresses all criteria, and shows progressive design modifications based on evaluation.  Personal reflection on learning process.  Group discussion of new learning and how it can be applied in broader contexts. | Model appropriate feedback and critique. Facilitate evaluation and reflection (see *Student booklet*).  Facilitate group discussion. |

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| Icon_Resource | Resources for this assessment |

### Textbooks

Slynko, B 1991, *Introducing Technology*, Moreton Bay Publishing, West End, Qld.

Wheeler, A 2006, *Designing Brand Identity*, John Wiley & Sons, Hoboken, USA. Refer to p. 4.

### Websites

*Basic Building Blocks for Logo Design*:   
<www.desktoppub.about.com/od/logos/ss/logobasics.htm>.

**Commercial logo designers:**

*Acidgreen*: <www.acidgreen.com.au/logo\_design.html>.

*Diop Design*: <www.diopdesign.com.au/small-business-logo-design-sydney.htm>.

*Johnny Flash Design Guide*: <www.johnnyflash.net/creativelogodesigns.php>.

*The Thinker — What makes a great logo*: <www.code-interactive.com/thinker/a112.html>.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning.

Refer to the following documents to assist you in making standards-referenced judgments:

* *Guide to making judgments*
* *Indicative A response*
* Sample responses (where available).

### Making judgments about this assessment

* As the core of this assessment is about learning and thinking in technology, it may be appropriate for students to verbally respond to parts of the assessment. This will allow them to demonstrate their understanding of technology without being constrained.
* The design folio will be used to evidence all assessable elements. In particular, evidence of design modifications and refinements for Evaluating and Reflecting in the folio will support section 4 of the *Student booklet*.

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| Icon_ForFurtherHelp | For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website. |

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student’s personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

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| Icon_ForFurtherHelp | For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website. |

## The design process

