

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

I can extend my use of manual and digital graphic techniques to realise ideas, concepts and products and recognise the importance of real world standards.

TCH 4-11a

Learning Intentions:

- Learn about design principles and elements and use them to annotate as I design thumbnails or working roughs to advertise the LEGO Sea Plane.
- Learn how a target audience can affect my design and use only what is appropriate for my market.
- Learn how to apply my skills using Microsoft Publisher (DTP) to create my final design developed from my thumbnails.
- Learn how to evaluate the effectiveness of my poster based on what I have learned.

Success Criteria:

- Three annotated thumbnail poster designs annotated to show the design principles and elements used.
- Fully DTP final poster which appeals to target audience.
- Evaluation written explaining how the principles and elements have been used and how the poster will appeal to the market.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Personalisation & Choice

Pupils are given a specification to follow and they can add whatever they choose into their designs. This includes positioning and rendering their 3D models and changing the lighting to suit.

They can use whichever DTP techniques and fonts of their choosing and select their own images and colours.

Specification

- Must show a good rendered image of the Sea Plane
- Must include a title

- Must include the LEGO logo
- Must include a price
- Must have extended text

Relevance

The design of the poster is aiming towards creating a real world standard. Pupils were encouraged to look at how LEGO markets their products and apply their own design to come up with professional poster.

Challenge and Enjoyment

Pupils challenged and enjoyed themselves by trying out different DTP effects to try and recreate their thumbnail/working rough.

They all had to fully crop images to show their own sea plane.

Application of transparencies, drop shadows, rotate, eye dropper, flash bars, flow text, inserting shapes, editing shapes and reverse text where entirely up to the pupil and each pupil created a very different design with its own challenges all from the same specification.

Breadth

In addition to the personal challenges above the pupils who were working well could assemble other LEGO models. In the example shown the pupil has also built a hovercraft and sailboat to help him to showcase the 3in1 design of the sea plane.

Progression

The pupils have built on their existing CAD knowledge to help model the LEGO bricks as well as developing new skills.

Pupils have designed posters before but design principles and elements are new to them as are annotations and thumbnails.

LEVEL 4 Benchmarks

- Recognises and can apply the design principles and DTP terms.
- Plans and justifies the choice of colours, layout and presentation techniques in graphic displays

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Make –

Pupils had to make three thumbnails, or working roughs, or a combination of the two if they wished to add more detail and colour. Designs had to be annotated to

explain the Principle and the Element used. (Dominance/size, contrast/shape, unity/colour etc.) 'Planning the choice of colour, layout and presentation'.

Make –

Pupil's then made the final DTP poster using 'digital graphic techniques to realise ideas'.

Write –

Pupils were asked to justify their choice of colours, explain who the target audience were and how their poster would appeal. The evaluation should explain what Elements and Principles have been used demonstrating that they can 'recognise and apply them'.

Say –

Evaluate a peer's poster (see pupil voice).

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

During the thumbnail design stage pupils were given some oral feedback. Some had identified colours but with no justification as to why.

If it was to create a Principle then they must annotate which one and if it is to appeal to the market they had to annotate on the design.

During the DTP phase suggestions were given on ways to improve the overall results.

In one case a pupil had used an image of a baby. They were reminded that this image was outwith their target audience age range and would not be appropriate when trying to appeal to their particular market.

During the creation of Connor's poster the LEGO images were pointing in directions that did not fit the image and he was instructed to make new renders so that they fit the graphic and look more realistic.

The background image was extremely bright and overpowered the LEGO. He was shown how to apply a transparency so that it would draw focus to the Sea Plane which should be the main focal point. Alignment was discussed but not well executed.

When the final poster was printed and handed in.

I suggested that improvements could have been use of the eye dropper tool to match the orange of 'SEA' to the plane or it could have been changed to red to match the LEGO logo.

The title 'Sea Plane' feels misplaced and could have been given a more important position and size, currently the LEGO logo and £5.99 are dominating due to their colour and size.

The reverse text isn't the easiest to read and could have had a flash bar added behind or moved to an area with a stronger contrast.

Alignment could also have been used such as the '3in1' with the hovercraft and the sail boat to create a neater more structured look.

It is also acknowledged that Connor has recognised and used Design Elements and Principles. His poster would appeal to his target audience due to his use of colour, age range and mention of playing and imagination. His evaluation is well written and clearly explains his intentions. Therefore he has met the success criteria set at the beginning of the task.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Once the final posters were all printed, the pupils were given an A4 page and asked to try and identify the Design Elements and Principles used by other pupils. The pupil evaluating Connor's poster fed back that he felt Connor had created Contrast using size by having different sized models. Connor then explained that he did use the different sizes but this was to create depth and show that the plane is closer than the other objects. The pupils also felt that Connor had added emphasis by having the rocky mountain shape behind the straight lines of the sea plane. Connor asked me about this and it was explained to the other pupil that he is correct but it is a very subtle emphasis and possibly not strong enough to warrant a mention. The other pupil also felt that proximity had been used Connor agreed with him and added that it was not intentional but he could see where he was coming from.

Connor then read out his evaluation to the other pupil and they agreed that Connor had applied the Design Principles and Elements successfully. The other pupil also demonstrated that he could also recognise them in someone else's work.

This discussion exercise really helped to affirm to all pupils what they had achieved while allowing an opportunity for peer feedback/critique on their own posters.

Did the learner successfully attain the outcomes? YES/NO

For this part of the E&O I believe that Connor did meet the level 4 benchmarks

Lego sea plane

Contrast red and blue with Red

Unity with orange, black & white



Hovercraft

Proximity unity

Rot Boat

Background - Beach with sand and hills in the distance

Contrast Sea plane

Unity with white, orange, black



Beach Background

Havercraft

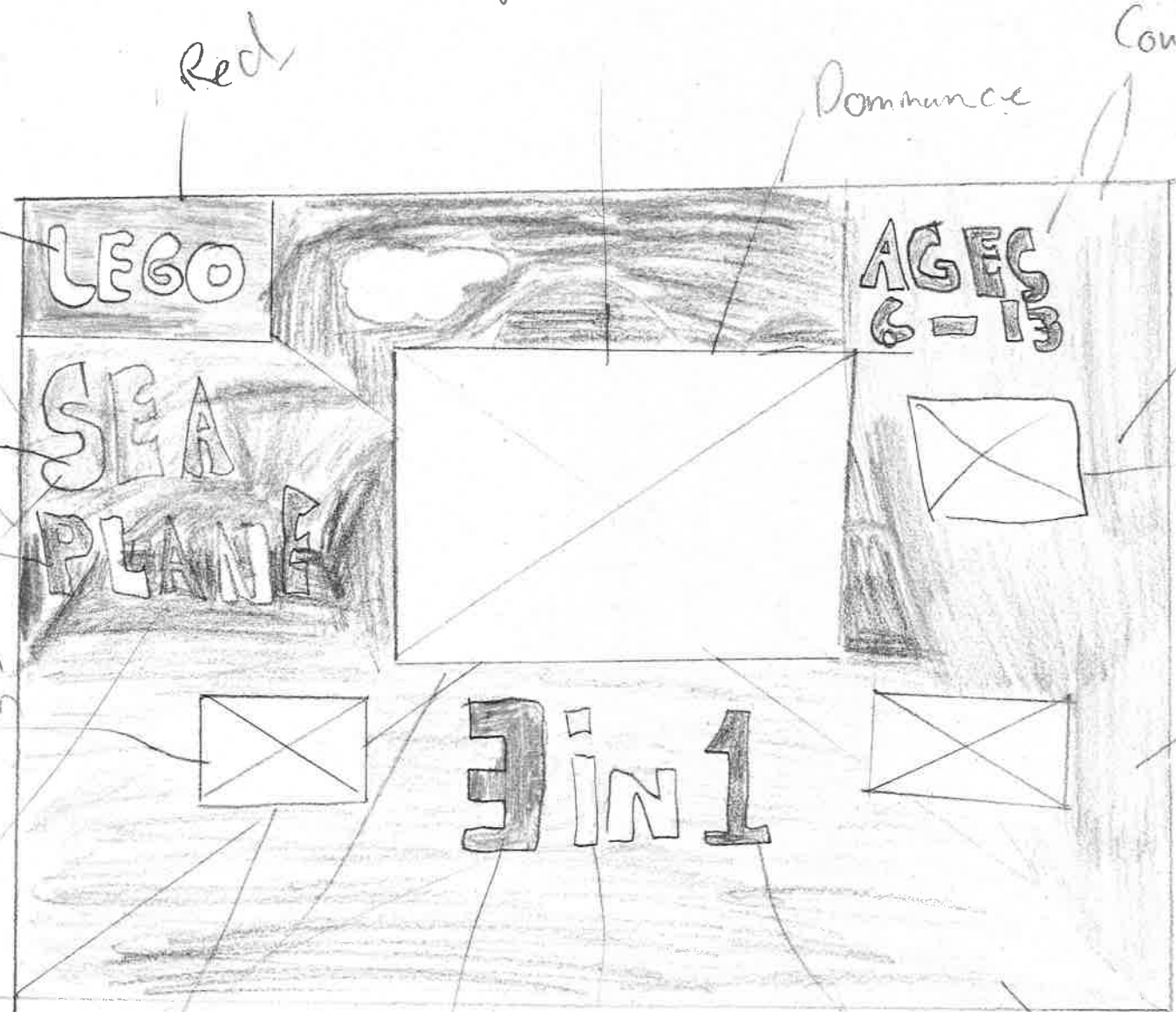
Supposed to be aligned

Dominance

alignment

Boat

Image of Sea plane



Red

Contrast

White

Dominance

Orange

Contrast the colour

Sea in orange

Black and white pattern on plane

Kid playing with lego

beach

Clarity with orange about the page

Flower craft

Contrast The font

Dominance/Depth Orange 'in' white Black
The Sea plane is closer - Orange & Black - unity

Black

Background Beach

The LEGO logo is displayed in its characteristic white, bold, sans-serif font with a thick black outline, set against a solid red rectangular background.

SEA PLANE

£5.99

Perfect for kids ages 5-11.
kids love playing with Lego
so let their imagination
take off with the Lego sea
plane kit.



3 IN 1



My target audience is children ages 5-11 mostly boys but also girls. The poster is quite bright and colourful and attracts young kid's attention. There is unity between the colours there is lots of white, orange and black. The Lego sea plane is bigger and creates dominance to the poster. The bright red colour emphasises the price. The fact that all three models are showing attracts the children because it enhances their imagination because it shows what they would make. The background being duller makes the Lego sea plane stand out more. The contrast between the red writing against the blue background allows it to stand out. The background makes the Lego sea plane look close to the front and the smaller bot and hovercraft look further away.



