Learning Task Design (LTD) Template

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No of LT's in each Paradigm already designed	**Total**	**Transmit**	**Transact**	**Transform**	**Transcend**
	19	1	6	6	6

Sequence number of this LT, its paradigm and category	19	**PAR** Transcendental		**CAT** Real Life world of work	
Phase and Grade	Design Studio first year				
Learning Program/Area/Subject	Graphic Design, conceptualisation and software				
Curriculum content (Copied from the official Curriculum or Syllabus documents)	To design a corporate identity for a tattoo parlour through the use of inking images and creating something new				
Time to operationalise LT	3 sessions				

Learning Outcomes and Assessment Standards (Copied from the official Curriculum or Syllabus documents)

Learning Outcomes	X	Assessment Standards	X
LO 1. TIME MANAGEMENT The learner is more aware of time management in the work place.		The learner understands time management strategies through miniature deadlines in order to successfully complete the brief	
LO 2. CREATIVITY The learner experiments with a material they are unfamiliar with in order to push creativity.		The learner understands how difficult it is to work with a predefined material and substrate and create a work-around to achieve their goal. This is made apparent using the visual diary, ink and paper	
LO 3. SOFTWARE AND HAND SKILLS The learner is able to combine and utilise their hand skills in a digital format			
LO 4. REAL LIFE RESEARCH The learner is comfortable with researching resources of real life corporate identities in order to assist them in finalising their own outcomes		The learner will provide all documentation of their research in a research journal as their proof that the final product meets the objective of this brief.	
LO 5. REAL LIFE PRODUCT The learner creates a successful corporate identity for a tattoo parlour based on their research.		The learner creates a corporate identity for their own tattoo parlour – they have to understand themselves in order to target people like themselves.	

Real Life Challenge (In one or two sentences: Answering the fundamental learning questions)

Why do learners need to learn this curriculum content? At this stage in the BA degree it is imperative that students understand the working world (whether they become an employee or go freelance). As students who have spent all their time learning hand skills it is imperative that they understand how to take those hand drawn components and utiise them digitally for the world of work – especially in terms of using their knowledge of target markets to implement the design in the correct way to enhance communication design.
What is the role, function and value of this curriculum content in the lives of the learners they are living right now? Not only will this content help them in the future, but it assists in building their self-confidence by getting them to act in a professional manner as if they were already in the world of work. It also makes them aware of realities in the industry as well as create a platform for meeting other designers and professionals already in the industry in order to network and collaborate with. This makes it easier when they leave in finding a career. It also builds their interpersonal and intrapersonal human virtues as they will need to persevere to find the right answer through difficult circumstances, they will have to take responsibility for a real world work project and understand that a company relies on them to find the right answers to help build their business.

Where/when in the lives of the learners are living right now will they be required to do what you expect them to do? **As designers they will continuously be asked to conceptualise logos and implement them into corporate identities for companies and individuals. It is the most important aspect of being a designer – being able to communicate a brand's beliefs and values to the outside world based on research and theory and graphic implementation. The inking will also ensure that they remember the importance of hand work in the industry which is required often.**
What is the challenge (problem) you want the learners to solve (resolve)? **Students HAVE TO use ink (a material they have never used before) and use it in obscure ways to incite their imaginations to create objects from nothing and to implement the 'new' objects into corporate identities to build the brand.**

Critical Cross Field Outcomes (Copied from official Curriculum or Syllabus documents)

CO 1	Identify and solve problems and make decisions using critical and creative thinking	
CO 2	Work effectively with others as members of a team, group, organisation and community	
CO 3	Organise and manage themselves and their activities responsibly and effectively	
CO 4	Collect, analyse, organise and critically evaluate information	
CO 5	Communicate effectively using visual, symbolic and/or language skills in various modes	
CO 6	Use science and technology effectively and critically, showing responsibility towards the environment and the health of others	
CO 7	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	

Developmental Outcomes (Copied from official Curriculum or Syllabus documents)

DO 1	Reflect on and explore a variety of strategies to design more effectively	
DO 2	Participating as responsible citizens in the life of local, national and global communities	
DO 3	Be culturally and aesthetically sensitive across a range of social contexts	
DO 4	Explore career opportunities	
DO 5	Developing entrepreneurial opportunities	
DO 6	**Make successful use of a visual diary for research, development, and planning**	
DO 7	**Effectively gather and analyse researched information and concepts and draw appropriate, supported conclusions**	
DO 8	**Demonstrate the ability to conceptualise visually strong ideas through understanding of design principles**	
DO 9	**Understand the difference between design for web and print**	
DO 10	**Demonstrate the ability to effectively combine media**	
DO 11	**Effectively use colour to aid the communication of chosen message**	

Fundamental human virtues

Intrapersonal	X	Interpersonal	X
Self-confidence	X	Humanisation	X
Motivation	X	Communication	X
Initiative	X	Dealing with feelings	X
Effort	X	Justice and forgiveness	X
Perseverance	X	Love	X
Common sense	X	Leadership	X
Responsibility	X		
Independence	X		
Joy	X		
Love	X		

LEARNING TASK PRESENTATION

Verbal Presentation

As designers, companies and individuals will trust you with their livelihoods and you will be the reason their companies are initially made or broken. This is because your first duty – as a designer – is to communicate the brand's essence to their target marker. We spoke about this last week and I asked you to bring your initial ink splats, ideas and drawings based on your initial research on target market. Today we will look at these together and "round table" so we can give each other the vital feedback in order for our corporate identities to succeed in the real world. However, before we even look at the work you were meant to bring, I would like to show you a video of Stephan Bucher – remember, the artist I asked you to research last week? It's a short 2 minute video that will hopefully assist in your presentation to your peers. Remember, that while this brief is fun and targeted specifically at you and your immediate target market … the act of communicating for a brand is vital in that brand's lifespan. You have that power and the tools at your disposal and we are relying on your integrity to use these tools to create the highest quality graphics by designing communication for your tattoo parlour.

How are you going to ensure the best possible solution with the highest quality research that will lead to the best communication for your tattoo parlour? How will your tattoo parlour stand out from the rest?

Your professionalism is vital.

Written Presentation

Ink is a medium that has a very spontaneous nature. The objective of this brief is to teach you the principles of branding, while at the same time giving you a lot of creative freedom.

Your challenge for this brief is to create a logo and stationery for a tattoo shop called "Inkorporated". You guessed it, the medium you will be working with is ink.

Once you have created your main symbol for the logo, you will digitise your work on the computer to add type and apply the logo to a:
•Letterhead
•Business card
•Email signature
•Web banner for side bar

LEARNING TASK OUTCOMES
Learning Task Outcomes (LTout), Learning Task Assessment Standards (LTass) and Assessment Methods, Tools and Techniques

LTout	LTass	Assess Methods, Tools, Tech
After the execution of this LT the learners should be able to:	We will know to what level of competence they have executed the LT when they have:	The following assessment methods, tools and techniques will be used:
Feel confident using materials they are unfamiliar with	Created at least 30 ink splats and found solutions for at least 15 of them	Ink, pens, kokis, brushes, toothbrushes
Realise the importance of communication design over "pretty" design	Utilised ink with music to convey a particular feeling	Ink and random music and straws.
Create images from seemingly unfamiliar shapes	Constructed new ideas through using "idea dice" to help push the imagination	Idea dice and ink/ pens

Construct arguments to shape their reasoning	Provided research and resources to build arguments and reasoning	Visual diary with found imagery and interviews
Present ideas to a body of peers	Confidently expressed themselves and their designs around the "round table"	Voice and work to present

AUTHENTIC LEARNING CONTEXT

Organisation of learning space	The learning space is the 1st year computer lab and the outdoors. Within the lab we sit around the table and discuss "ideas" together. We work with ink outdoors.
Roles, functions and organisation of participants	The learners will take on the role of a professional designer and copywriter in the world of work and their main function will be to problem solve the issue at hand (provided by the use of ink) to help build a corporate identity for their tattoo parlour. The lecturer acts as a partner in their venture, asking questions to help build knowledge for creativity to ensue.
Material and equipment	- Tablets - Computers - Ink - Brushes - Pens - Kokis - Idea dice - Music - Paper - Straws

END PRODUCT OUTCOMES
(As would be expected/required to be produced by a learner exceptionally well)

The Learning Process

a	Complete the exercises from the previous lesson – 30 ink splats and 10 worked into ideas
1	Interview and research possible ideas for a tattoo parlour for the next lesson
2	Discuss ideas with peers during the second lesson
3	Watch a video and play with music and idea dice to help push the initial ideas
4	Continue to work on the ideas using new knowledge
5	Use info from guest speaker to help finalise logo idea for use digitally
6	Scan and digitise the hand drawn logo
7	Implement the logo across digital designed pieces
8	Critically assess yourself through the various stages and reflect in your visual diary
9	Print professionally and mount for final presentation
13	Contact the client in a few months to ascertain whether they have had a positive response to the advert presented.

The Learning Product

1. Ink splats and initial ideas
2. Ink splats using sound as inspiration
3. Ink splats formulated into corporate identity for use in the real world
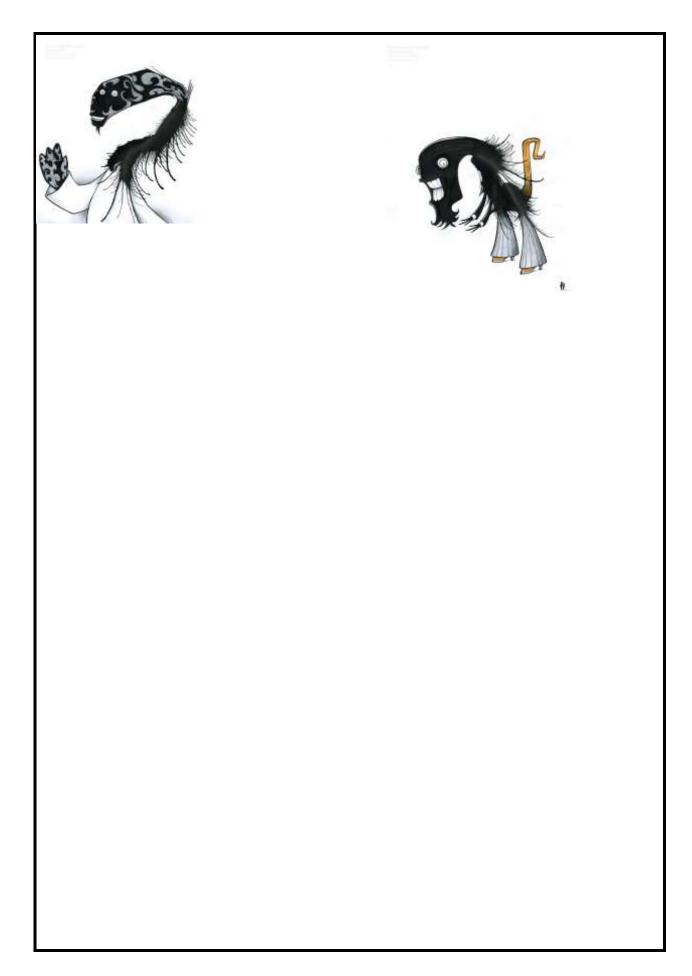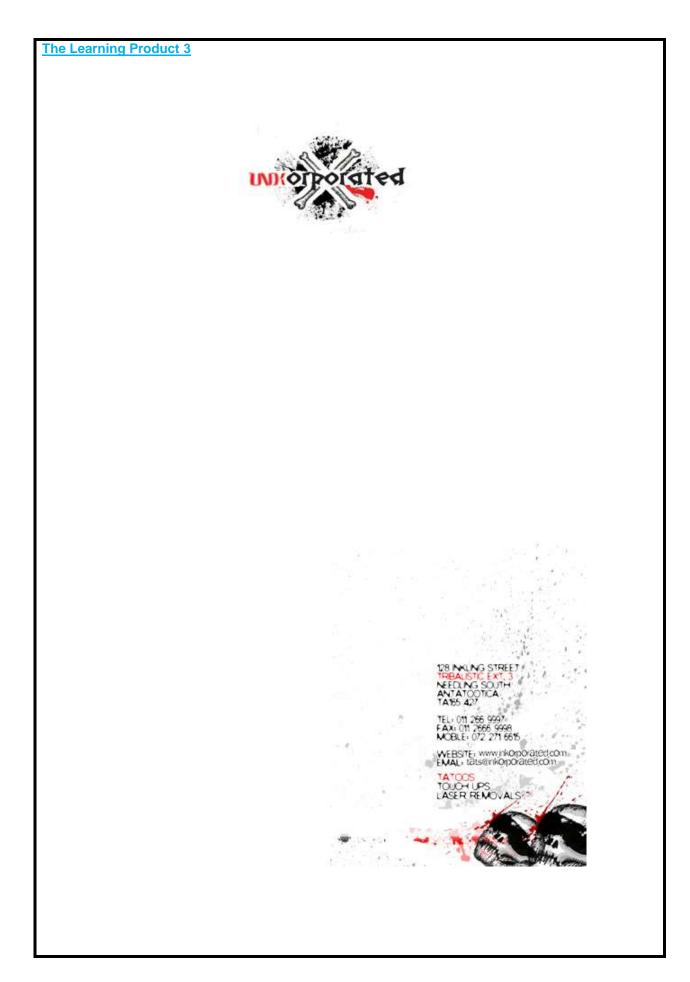
The Learning Content

The Learning Product 1

Initial ideation using ink splats and drawing skills

Examples from Stephan Bucher to incite creativity:

8

128 INKLING STREET
TRIBALISTIC EXT. 3
NEEDLING SOUTH
ANTATOOTICA
TA165 427

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FAX: 011 2666 9998
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EMAIL: tats@inkorporated.com

TATOOS
TOUCH UPS
LASER REMOVALS

Resources

Image Design Communications Inc. 2006.Branding http://www.imagedesign.ca. Dateof access: 5 Oct. 2006

Youtube – Stephan Bucher
Lynda.com – Stephan Bucher