



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard Visual Arts Level 2**

This exemplar supports assessment against:

**Achievement Standard 91315**

**Develop ideas in a related series of drawings appropriate to  
established design practice**

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

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to extend ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves critically analysing, evaluating, and further developing a concept, subject matter, problem or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>The student explores appropriate design approaches (1) and then generates a range of resource imagery that is relevant to the identified theme (2). They then move systematically through the concept (3) and developmental stages (4), which are accompanied by ongoing critical evaluations (5), to produce an original and successful outcome (8).</p> <p>The initial outcomes (6) present sufficient clarification of their ideas at a level appropriate for Merit. The subsequent pictorial advancement (7) shows sufficient extension of stylistic and layout ideas to meet the requirement at Excellence to extend these ideas.</p> <p>Each image presents a new idea (4) (6) (7) that builds upon consideration of the strengths and weaknesses of the preceding work. The final design (8) clearly reflects the approaches of the identified models, without being derivative. This implicit application of established practice within a body of original student work is required for authentic clarification (Merit) and extension (Excellence) outcomes.</p> <p>For a more secure Excellence, the student could further refine the hand drawn elements in the final sequence (9). For example, by adjusting the levels these elements could become pure silhouette forms. Alternatively the forms could be entirely rebuilt digitally using pure geometry and true curves. This would enhance the stylistic unity of the final outcome (8).</p>



Artist Model



Drawn Copy



Artist Model

Drawn Copy



Artist Model



Artist Model Noite Body



Artist Model David Carson



Artist Model Bauhaus Designers



Drawn Copy



Digital Copy

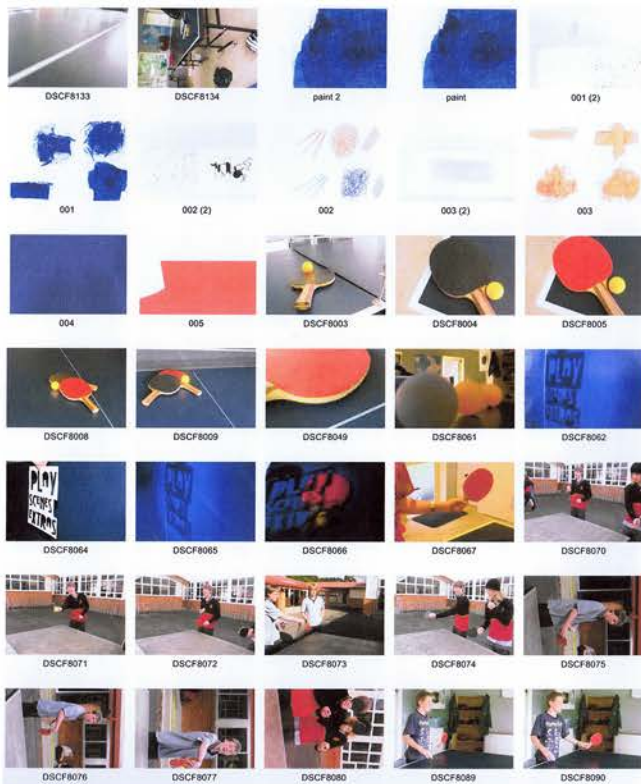


Digital Copy

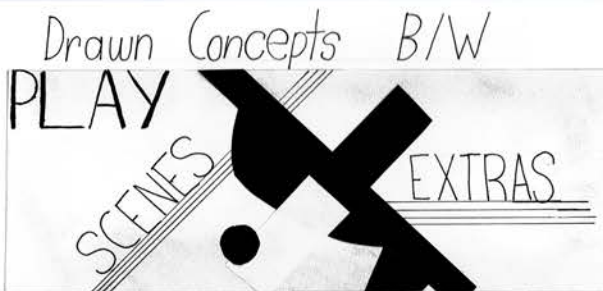


Digital Copy

1



2



In this design I have tried to emulate the style of Saul Bass. He likes to use a what method where all the images are in cubist pieces. In my design I have an image of a person playing table tennis on a table. The table bleeds off the edge. PLAY SCENES EXTRAS or selections because I see it as the more important piece of the design. The color of the text is also important here. I made the play black outline but mostly white and the scenes and extras black to show that the play is different and more important.

This dual font menu is based on the Bauhaus style design. I have tried to incorporate the text into the design so that it has a fitting effect. The shapes we used are simple but yet the shape is still effective. The shapes that are involved in table tennis to use are taken from just shapes that are involved in table tennis. The soft background which I simulated some eraser in the middle in black and white an effect like a gradient would. Because these designs are in black and white an effect like a gradient would. Because these designs are in black and white an effect like a gradient would. Because these designs are in black and white an effect like a gradient would.



PLAY SCENES EXTRAS

3



In this design I tried to use techniques of designs of similar pattern. What I did was tried to replicate the photo release I took the net and rubbed it over with a pencil I got the pattern on the page. To add an extra handmade element I stitched the top of the net. The PLAY in the middle because it is the most important. I used negative space behind the text so it didn't distract from the text.

# Draw Concepts Colour

## EXTENSION IDEAS

**PLAY SCENES EXTRAS**

In this concept I tried to emulate the style of the digital sound boy album cover. This design (shown in my research) focuses mostly on layering and texture. I did this by layering across it after each stage. For the stars in the top corner and then some more colored pen. I used black and blue to draw the figure and then I made the feet small and blue to make the figure stand out. I chose not to use too many colors so it would be easy to look at and tried to keep it fresh with some negative space.

In this concept I tried to emulate the style of the digital sound boy album cover. This design (shown in my research) focuses mostly on layering and texture. I did this by layering across it after each stage. For the stars in the top corner and then some more colored pen. I used black and blue to draw the figure and then I made the feet small and blue to make the figure stand out. I chose not to use too many colors so it would be easy to look at and tried to keep it fresh with some negative space.

In this concept I tried to combine the works of the famous poster designers for the signs. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

**Play Scenes Extras**

In this concept I focused solely on the banner designers. I specifically at the way they place their text. What did not work for me was the color. I used a red and blue background. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

In this concept, my designer focus was Saul Bass and in particular the style he used in the film posters for cut and strips. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

**Play Scenes Extras**

This design digital is sound boy. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

In this design I tried to combine the banner designs and the design diary of a digital sound boy design. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**Play Scenes Extras**

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**Play Scenes Extras**

In this design I have based the main technique on that of Saul Bass. I developed on my earlier design that I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**Play Scenes Extras**

In this design I made the text larger and more prominent. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

In this design I changed the background to a darker color. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**Play Scenes Extras**

This was another one of my design ideas that was based on the style of Saul Bass. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

**PLAY SCENES EXTRAS**

In this design I have expanded with the addition of stars. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

This design is looking at the banner style of design. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

In this design I have expanded with the addition of stars. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**Scenes Play Extras Languages**

In this design I have moved the primary text away from the image and placed the sub text underneath. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**PLAY SCENES EXTRAS**

In this design I have expanded with the addition of stars. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

In this last design I decided to change the background color. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

**Extras**

**Scenes Play Languages**

**PLAY SCENES EXTRAS**

In this design I have expanded with the addition of stars. I used a silhouette of a person in a white ball shape for the main part. I used two colored lines which I used to place the text against in a banner type style. Again colors were kept to a minimum to avoid the rainbow effect and some negative space is used between the two parts.

9

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to clarify ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves analysing, reflecting on, and further developing a concept, subject matter, problem or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>The student works systemically through a series of related ideas to produce a final outcome (6) that is appropriate to the design context and reflects established practice. The solution effectively communicates an atmosphere of spy networks that is appropriate to the theme.</p> <p>The student identifies a range of visual elements (1) and recombines these in a wide variety of ways (3) to generate potential options for development. The critical annotations (5) help the student to advance ideas based on the evaluation of the strength and weaknesses of each outcome.</p> <p>After a thorough exploration of the hand motif (4) the student recognises the limitation of this approach. They then reconsider the profile and cityscape elements from an earlier stage (2) to clarify their final outcome (6).</p> <p>The manipulation of the text for the <i>'play'</i>, <i>'scenes'</i> and <i>'extras'</i> buttons (7) begins to show the extension of ideas needed for Excellence, which places the sample at the higher end of the Merit grade range.</p> <p>To reach Excellence, the student could establish a stronger visual relationship between the <i>'play'</i>, <i>'scenes'</i> and <i>'extras'</i> solution (7) and the main menu page (6). This would create the unified branding identity which is core to established practice.</p> <p>A more sustained advancement of the new idea (7), building upon the preceding outcomes, is also needed to meet the extension requirements of Excellence.</p>

**Neville Brady**

What captured me about this design was the abstract shapes which are used as the main image. Another interesting part of the composition of this design is the fact that there is no bold heading, only a sub-headline *Extras* which is very transparent and do not distract from the design itself.



**Tactiles**

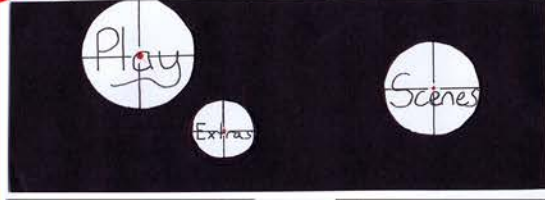
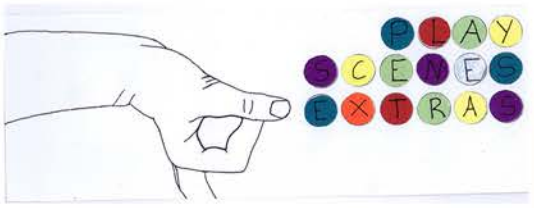
The fact that this design has an image/photo as a background gives a very good sense of depth and space which helps to bring out the shapes which are the focal point of the image. The main image background is an aspect of the design which I thought would be useful to create a scene.



**Unknowns**  
 Although this design has many components to it, it still has a sense of quietness with the use of bright colors only in small amounts with that colors being dominant which helps balance the design. I used the idea of the tall buildings to give a sign of importance in one of my down DVD menus.



**Tactiles**  
 The contrasted elements in this design and the fact everything was made the same and the photographed artwork something I had not seen before and give me some ideas for future designs.



The image of the hand I have used in this design is a cut out of a sort of mask over the face (half of) without the face to give a sense of mystery, within the design the gradient background takes the borders of a black base and also act like the edge of a face which the hand would cover.



The components and design of this menu were ideas I took from a 'James Bond' Menu. The image is again the masking effect to give mystery as to what is behind them. The mystery idea is to convey the thought that anybody could be a spy, no matter what they look like. The font and colour throughout the design are dull and sort of what you would find in an agents office. The icon with red lines staying from it are to create not only a focal point but to also create variation within this largely dull image and contrast the vertical and horizontal lines which the background consists of.

The ideas behind this design are that of an international operator where intelligence principals are greatly the same. The lines and linking text are classic of a intelligence gathering or government operation in many films - both modern and old.



The yellow text and lines contrast the black and white background and act as the body text, but it is interesting to see how the primary selector text (which is white) is more attention grabbing and has more of a focal point effect over though it shows clear with much of the background. Although the lines of connecting the lines and text are quite simple, the design has a sense of complexity which is due to the similar image of the background.

I feel this simple design was very successful conveying the intended meaning of mystery through the simple symbolism of the question mark and my company's trade-mark 'mask'. The red question mark works well as a focal point and a contrast to



design of this menu. The message is easily communicated through simplicity and the DVD menu selections are non-intrusive in the design itself. I feel the proportions, simplicity, space and a good focal point are just right for this design. The 'tail' of the question mark is an idea I pulled from the Artist Model 'Older Ears' work.



This image is the original of the one with the black/gradient background, although I think it is more successful than the other because the text does not stand out as much than in the other. Again the hand is a sort of mask, but I feel it is more in balance with the text and lines without the harsh background. The lines bleeding off the page represent the idea that spy operations will be happening with and without attention - from media or otherwise.



I feel the colours in this work very well with the dull background. The big red 'P' is symbolic of the mask (in the above design) but in text format. The continued letters inside it are to create complexity in the image and to create the word 'Play' for the objective of a DVD menu, which work well together for a single outcome/image. The coloured circles were used from the artist model Paul Rand. They are used to not only contrast the background image, but to put forward the idea that information can be a colourful and very useful tool, to achieve equality in this world. I think this design does very well to show the colourful side of intelligence gathering.

The choice of colour (red) is used because it is one which best compliments a dark background. The selections of the DVD menu have been toned down (decreased opacity) to not distract from the main image but not so much that they would not be functional in an actual working menu situation. I feel the simplicity is successful.



The jumble of letters is used in this design as the main image and focal point to represent a situation of confusion and ununiform style which trained spies (or as I call them - informants) can operate very efficiently in. The dark background is to show how spies can block out everything except their objective (even the other text in the design which has decreased opacity).



This design is an ~~attempt~~ attempt of the artist model Colin Brown's work. The design was to convey the message that an intelligence operation has many components and a lot of depth to achieve a goal, but I feel it was unsuccessful in the aspects colour and naturalism, because nothing really works together and I must admit that Colin Brown's work has an aspect of randomness which really does work, but I cannot re-create. This design was too simple to be complex like the model's work and has no focal point.

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This design shows exactly how I want my company to be seen in the public's eye. There are a few aspects of the design which are affiliated with the intelligence theme like the components and feel of the image (of person) but it shows how the person doesn't have to 'look' like a spy, because they could be anyone (even you granddaddy!). The background image (decreased opacity) I used to show the magnitude the industry of intelligence gathering could be without it being obvious, and to give the design itself more depth. There are good balance and block elements which were constructed to keep the design simple. Crisp text.



6

I like this design because it is composed of text primarily, but is still evocative and eye-catching. The coloured circles are an idea from Paul Rand's 'UCLA' poster from 1947. They work well as an eye-catcher to grab attention, from where the image in the word 'Play' is discovered. This design has very good balance between the white, greys and intense



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colour of the Paul Rand circles, and creates depth with the image, word 'Play' and the circles all being on different layers. This gives a nice filtering effect through the design, and the different proportions in text size which capture the imagination.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to clarify ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves analysing, reflecting on, and further developing a concept, subject matter, problem or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>The student explores a range of design options through drawing (3) and digital processes (4), two of which two are identified for further development (5) (6). The final solution (7) clarifies decisions about colour, imagery, and the relationship of typographic elements to create visual interest. The outcome reflects established practice in its function as a DVD menu.</p> <p>The identification of appropriate design models (1) and gathering the student's own resource imagery (2) provides a sound foundation for the investigation. The final solution (7) integrates typography ideas from the '<i>nowhere man</i>' design (1), while the range of high resolution images provide appropriate quality visual options.</p> <p>For a more secure Merit, the student could explore significant advancements of the final developmental sequence (6) rather than minor adjustments. For example the sequence could explore alternative colour, placement of text, and background images.</p> <p>The functionality of the menu buttons could also be clarified in the final outcome (7). It is assumed that the word 'scenes' is being selected as a link because of the enlarged size, but the font colour does not change. A fully clarified outcome may show selected and unselected versions of the buttons, to demonstrate the functionality of the solution.</p>

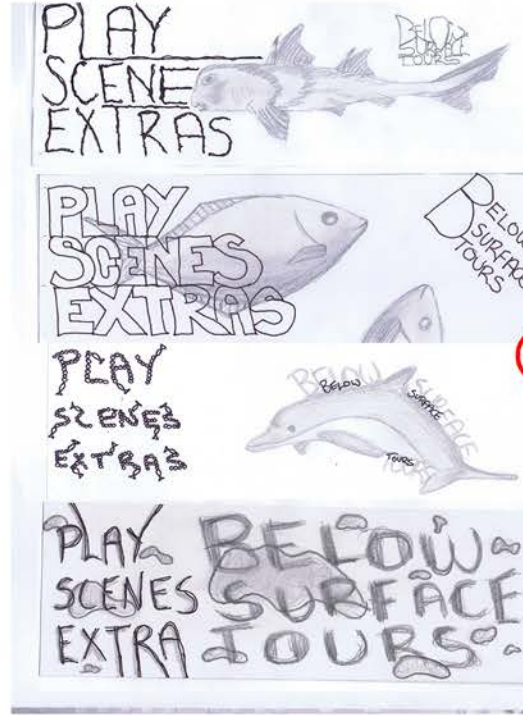




Computer Generated Artist Copies.



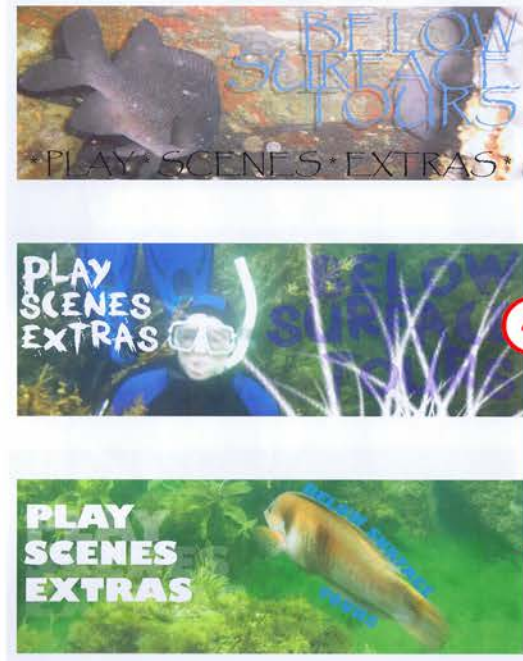
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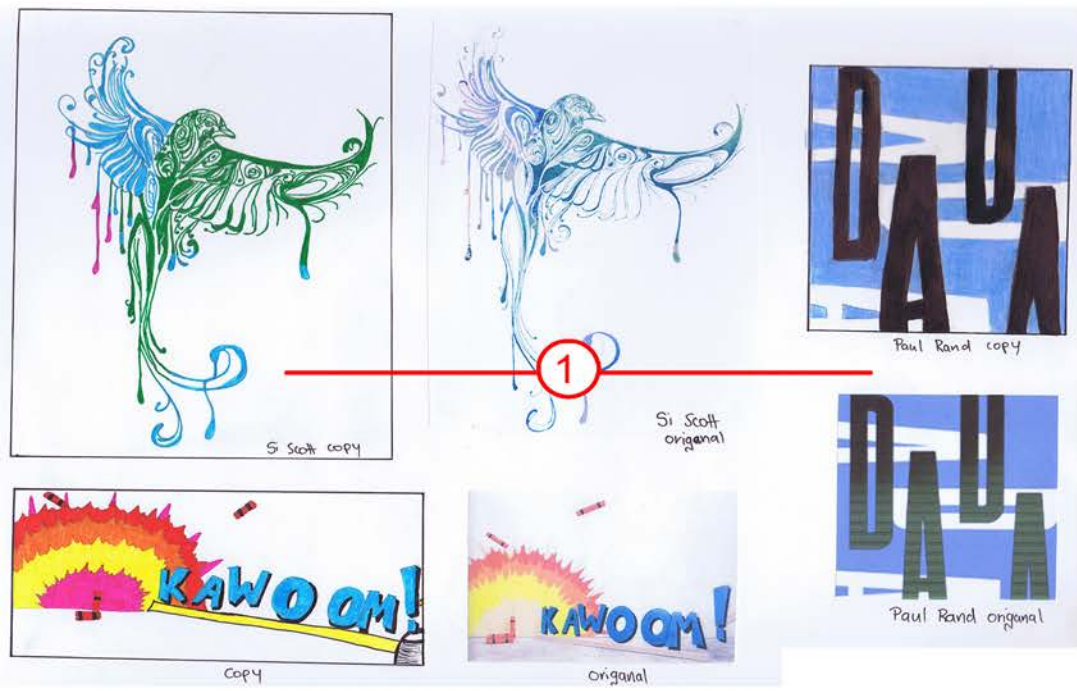
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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to develop ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves responding to and building on a concept, subject matter, problem, or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>The student identifies a variety of potential design practices (1) and then gathers a range of appropriate visual resources (2). Generating their own imagery has enhanced the student's opportunity to develop original ideas.</p> <p>The student develops related ideas through hand drawing (3) and then digital processes (4). Decisions about colour, pattern and imagery are appropriate to the '<i>Fallen Angel</i>' topic of the brief. A slightly grungy organic aesthetic is maintained throughout the investigation.</p> <p>The written annotations (5) provide an opportunity for the student to review the successes and weaknesses of each design.</p> <p>To reach Merit, the student could further refine the final outcome (7) to build upon the strongest elements of the preceding investigation. For example the dynamic asymmetry, evocative feather elements, and dominant heading in two earlier concepts (6) could be integrated into the final solution (7).</p> <p>Building upon the strengths of these earlier ideas (6) could generate a more appropriately clarified outcome. This would involve designing a solution that more clearly reflects the characteristics and constraints of established contemporary design practice, as identified in Explanatory Notes 5 and 6.</p>



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4

This design is to get people to visit my shop I put a photograph of a pretty girl putting on jewelry on one side with wings coming out from her back, the wings are made from brushes with flowers to get a more feminine look to it, and the wings connect to the text, looking like it's coming out of the wings, I choose the color purple because it's a girl color, to attract girls.

In this design the background is of the sky, and I have a photograph of a girl on the side with birds coming out of it this links to my company name "Fallen Angel" and it gives off the vibe of living free like the birds/Angels, so if you come to my shop it'll give off that feeling of living free and the text is placed in the same direction of the birds so your not only looking at the image, your reading the text to.

This design is pretty simple I put the text right in the middle, so that's the first thing people see, and also a busy background to make it interesting for younger people, and the wings are there because my company's called "Fallen Angel"

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This design I used the color purple because alot of girls like the color purple, so girls would be drawn to it and it's a busy background to attract younger viewers, because my companys aimed for the younger gen. I took a photograph and put it on the side, she's wearing a ring with wings with links back to my company name "Fallen Angel" I put a set of swirly brushes in the background to make it look like she has wings and the wings link into my text to get the effect that the text is part of the wings.



In this design I wanted to get the effect of a night sky, thats why I choose the color black and a bit of blue to make "Fallen Angel" stand out abit more and I put a stroke around all the text to make also make it stand out, the photograph on the side is of a girl with wings with connect to the rest of the roster, and it's supposed to appeal to younger people.



In this design I wanted to link the text with the image so I got 3 photos of girls wearing Jewellery because thats what my companys selling, and put them in frames with the text underneath it, the backgrounds purple because most girls like the color purple and it's also really busy, so it'll attract alot of young people, and also put the swirly brushes on this one to make it look like wings.



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I choose this Design as my final design because I think everything works well together, you can read the text probably, you can see the images, and the background looks like swirly wings, you can see the Jewellery really well, it's easy to see what my companys about which is Jewellery.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to develop ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves responding to and building on a concept, subject matter, problem, or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>The student develops typographic and layout ideas. They begin by identifying appropriate design approaches (1) and gathering inspirational imagery (2). This helps to ensure that the developmental sequence is based on contemporary design practice. The most authentic development occurs in the middle part of the investigation (3) (4) (5).</p> <p>The student explores a variety of drawing (3), assemblage (4) and digital (5) ideas. An informal logotype outcome (6) has been selected for further development. The final sequence (7) uses default colour, layout and decoration decisions while exploring alternative font options for the main heading.</p> <p>For a more secure Achieved, the student could re-introduce the prismatic rainbow ideas from the preceding investigation (3). The high saturation of these may be more effective than the duller background colours used in the final sequence (7).</p> <p>Further development of the innovative thread lettering (4) may also help to generate a more engaging and original outcome.</p> <p>The student presents six alternative solutions (7) without significantly advancing the visual, typographic or layout properties. A secure Achieved submission will respond to and build upon the preceding outcomes to improve the design rather than simply trialling different typographic elements.</p>



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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to develop ideas in a related series of drawings appropriate to established design practice.</p> <p>This involves responding to and building on a concept, subject matter, problem, or situation, in drawings appropriate to established practice.</p> <p>The task for this extract requires students to develop a DVD menu solution for a specific client.</p> <p>This student demonstrates sound drawing skills in the initial copies (1), and digital competence in the developmental work (2) (3) (4). The most authentic exploration of design ideas in relation to the <i>Dream Juice</i> proposition occurs in the six initial digital works (2). These concepts reference a variety of established design practices appropriate to the <i>Dream Juice</i> proposition.</p> <p>To reach Achieved, the student could further advance the layout and/or typographic ideas in the second sequence of digital developments (3) (4), rather than simply changing the colours. This would show the development of ideas in terms of refining outcomes, rather than simply generating different outcomes. For example the student could explore a variety of alternative positioning for the 'play' and 'scene' buttons.</p> <p>The student could also create their own city lights or fireworks photographs, rather than relying on a single appropriated image of moving lights (5). Developing their own images would provide a greater range of pictorial options and have the advantage of much higher resolution qualities.</p> <p>The exploration of neon style design and juice related marketing may also help the student to advance appropriate ideas, rather than responding to design models that are unrelated to the context (1).</p>

*williams studio*



**THE DIRTY SANDS**

*actor Carambola*

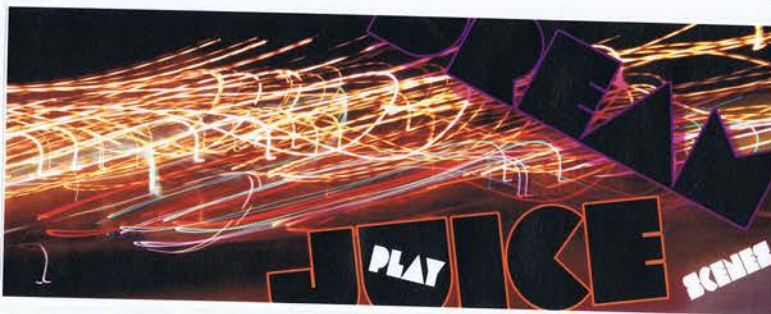
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**THE REVIVAL**  
SXSXV

**THE REVIVAL**  
SXSXV

**THE DIRTY SANDS**

2





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