

Achievement Standard

Subject Reference Design and Visual Communication 1.1

Title Generate product or spatial design ideas using visual communication techniques in response to design influences

Level 1 **Credits** 5 **Assessment** Internal

Subfield Technology

Domain Design and Visual Communication

Status Approved **Status date** March 2023

Planned review date December 2028 **Date version published** March 2023

Purpose Statement

Students will generate product or spatial design ideas using visual communication techniques in response to design influences.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Generate product or spatial design ideas using visual communication techniques in response to design influences 	<ul style="list-style-type: none"> Develop product or spatial design ideas using visual communication techniques in response to design influences 	<ul style="list-style-type: none"> Extend product or spatial design ideas using visual communication techniques in response to design influences

Explanatory Notes

1 *Generate product or spatial design ideas using visual communication techniques in response to design influences* involves:

- using visual communication techniques to generate own design ideas that relate to characteristics of source materials.

Develop product or spatial design ideas using visual communication techniques in response to design influences involves:

- using visual communication techniques to draw on the characteristics of source materials to explore the function and aesthetics in own design ideas.

Extend product or spatial design ideas using visual communication techniques in response to design influences involves:

- using visual communication techniques to draw on the characteristics of source materials and apply divergent thinking to regenerate new design ideas.

- 2 As part of the evidence provided, students must include a rationale for both design influences used in the context of product or spatial design, of which one must be an appropriate te ao Māori design influence. Examples of an appropriate te ao Māori design influence may include:

- regional styles
- specific types and forms of objects, spaces, or buildings.

It is important to consider tikanga Māori to ensure authentic, respectful, and responsible use of design ideas from te ao Māori.

- 3 *Design influences* are the identified elements of design that are characteristic of the source material and may be aesthetic, functional, spiritual, or metaphorical.

They may be the various uses, styles, motifs, symbolisms, and meanings of the source materials that influence the student throughout the process of their generation of ideas.

- 4 *Visual communication techniques* are the representation and visual presentation skills required to assist the action of design thinking, and to present design narratives and outcomes.

Examples of visual communication techniques can involve the use of any drawing or modelling mode that may be freehand, instrumental, or digital in either 2D or 3D or a combination of both forms as suited for product and spatial design.

- 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 6 This achievement standard is derived from the Technology Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS92001-AS92003 replaced AS91063-AS91069.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233