



# Students folio of work

The Certificate III in Design Fundamentals provides a solid foundation in the principles of designing and creating a range of content including 2D and 3D designs, photographic composition, image editing and video production.

In this folio is a variety of work done by students in the Design & Drawing, Photoimaging and Video modules of the course.





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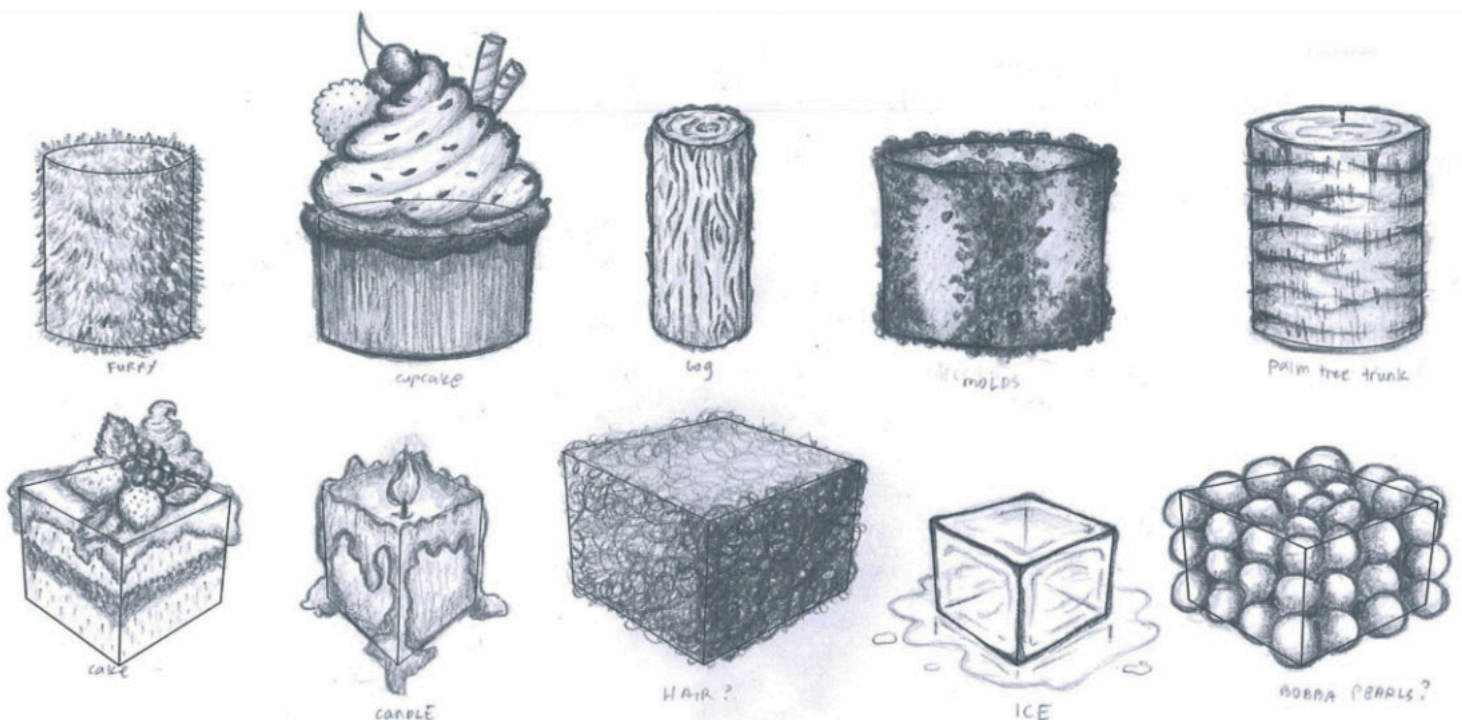
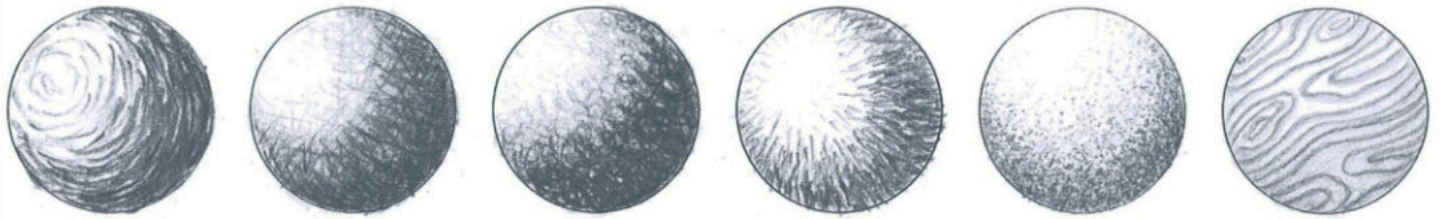


## Starting with the basics

In this foundational design course, students delve into traditional drawing techniques. Through careful guidance, they develop an adept hand at sketching, drawing, shading, and perspective. These hands-on exercises not only enhance their artistic skills but also cultivate patience, attention to detail, and a deeper understanding of the fundamental principles that underpin all forms of design. This journey into the past shapes them into well-rounded and versatile designers of the future.



[Link to presentation](#)

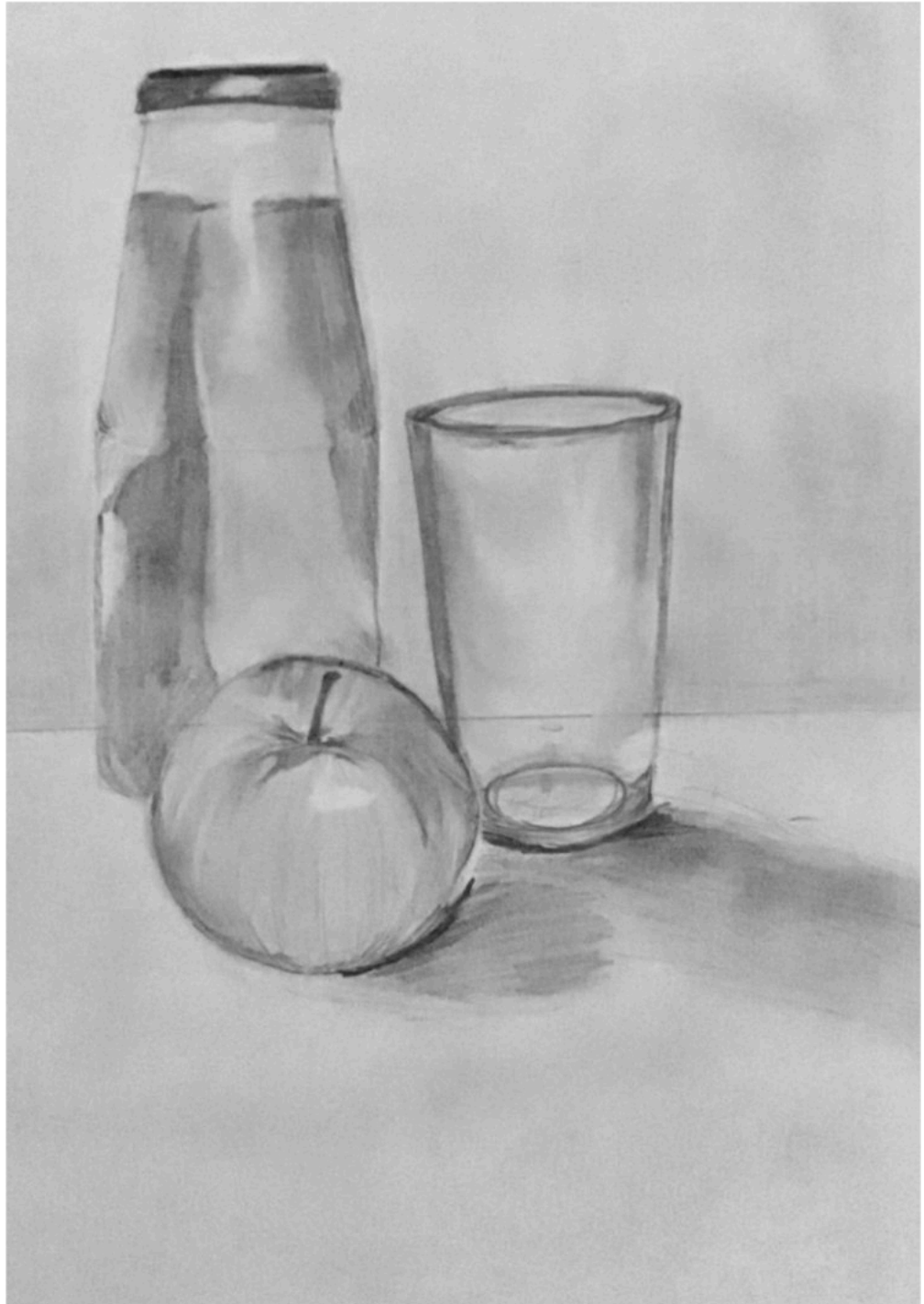
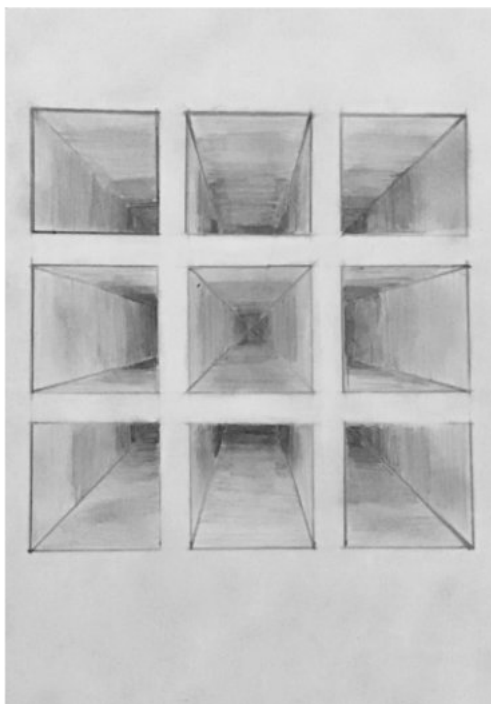
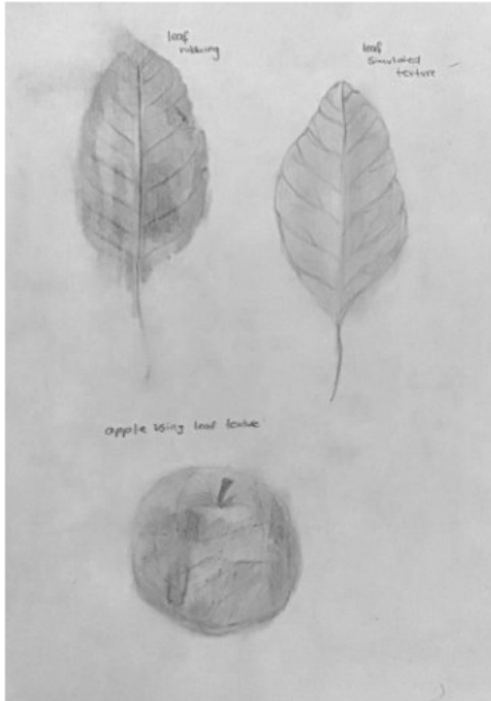




## A little more advanced.

Incorporating traditional drawing techniques, students master texturing, infuse depth through perspective, and capture realism in still life. These skills enrich their design toolkit, fostering a profound comprehension of form, light, and composition, vital for creating visually captivating and authentic works of art.

[Link to presentation](#)

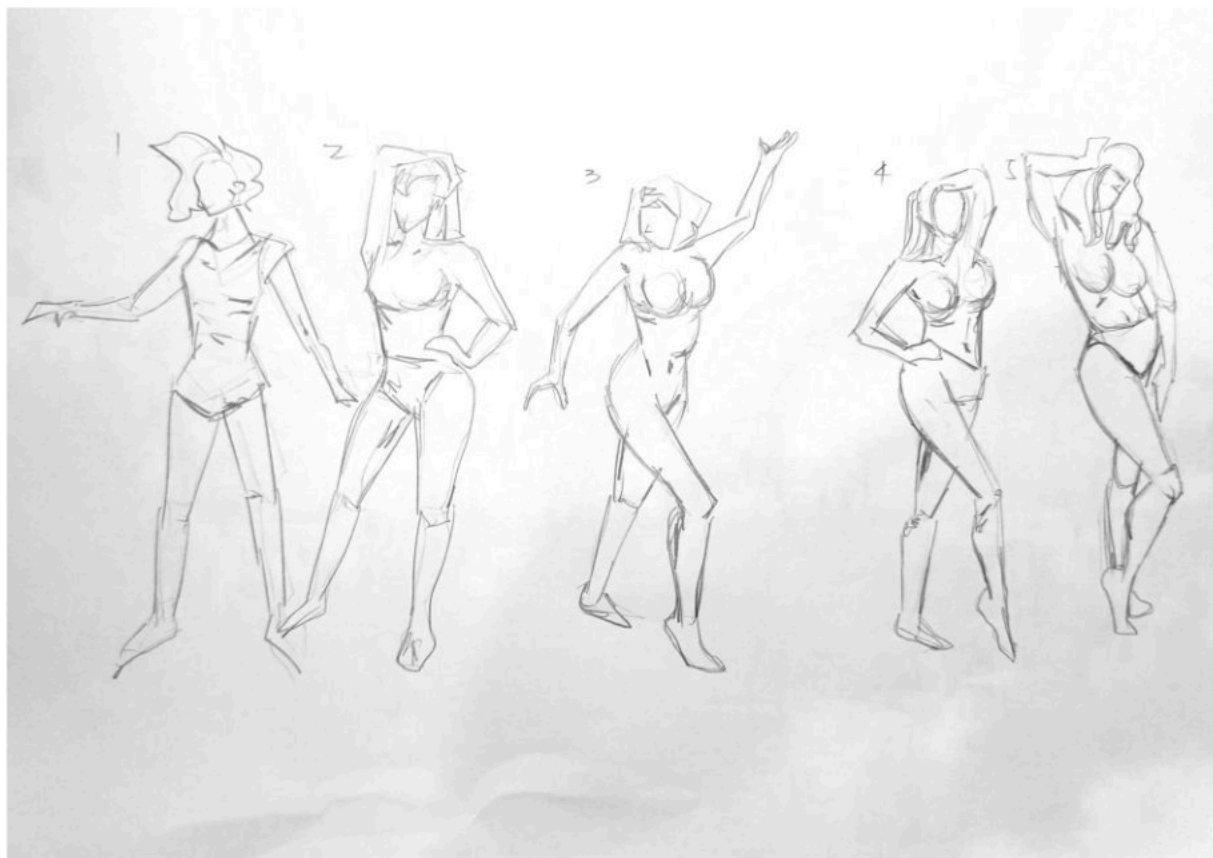
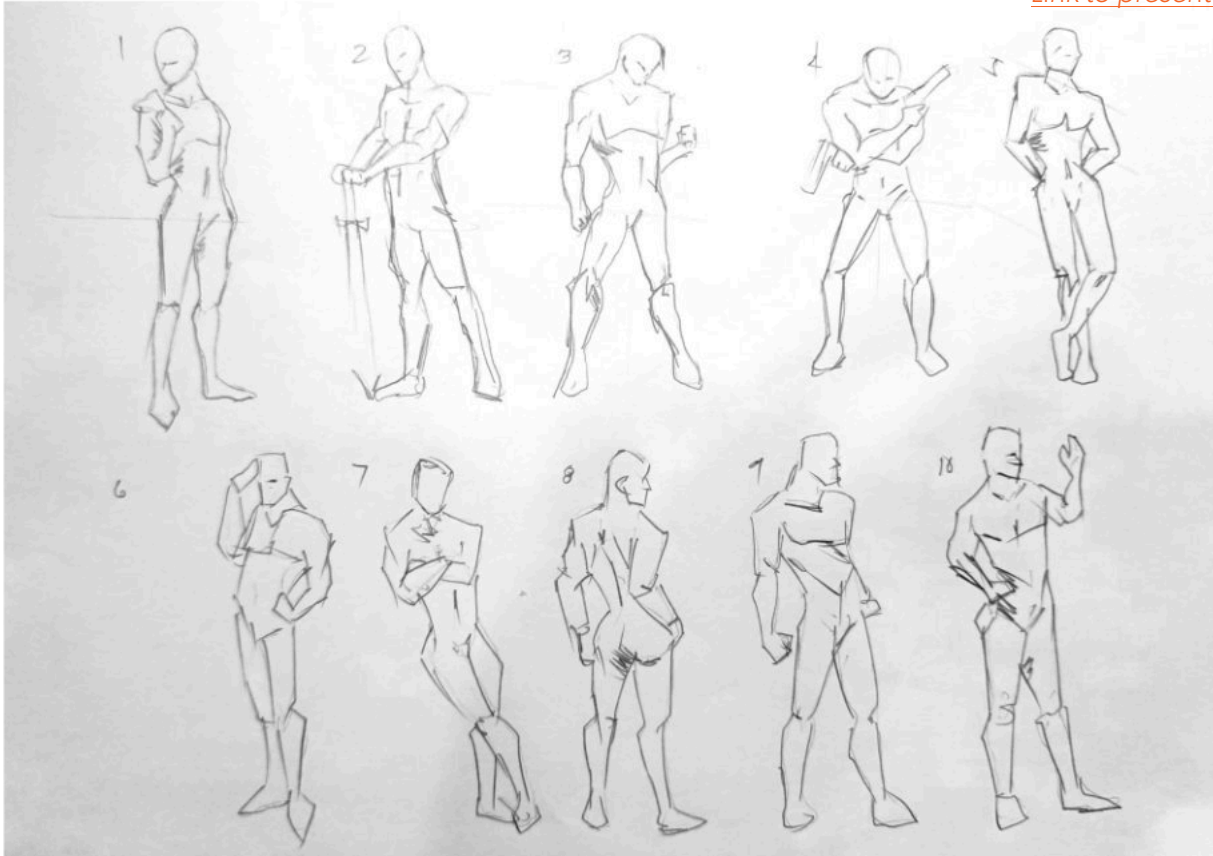




## Drawing human form.

Incorporating traditional drawing techniques, students skilfully depict the human form. These skills enrich their design toolkit, refining techniques that illuminate the essence of movement, proportions, and expression, vital for creating visually captivating and authentic works of art.

[Link to presentation](#)

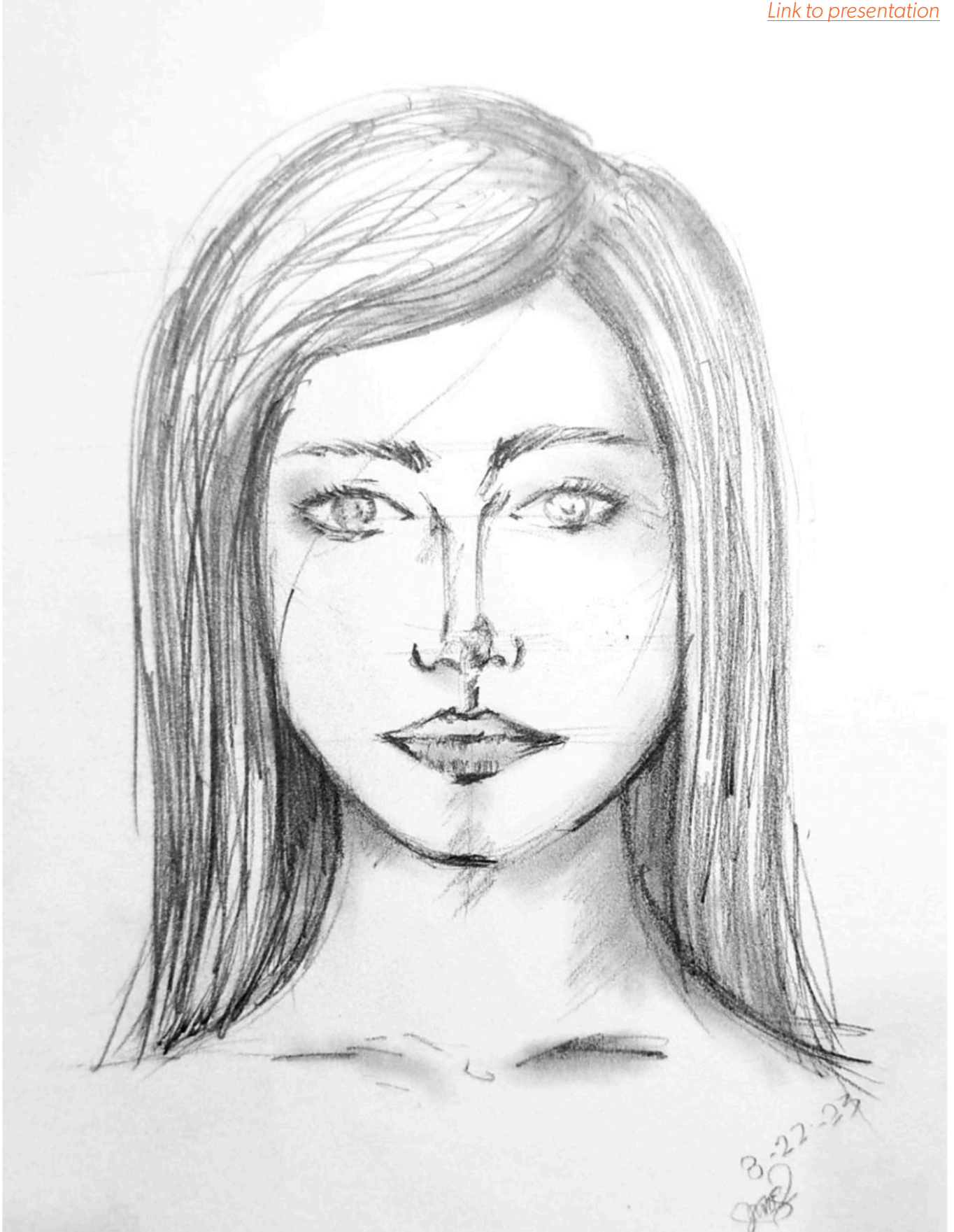




## Drawing female faces.

Students embrace traditional drawing of the female facial nuances. By doing the exercises, they capture subtleties of emotion, structure, and features, fostering an artistic foundation of beauty and expression.

[Link to presentation](#)

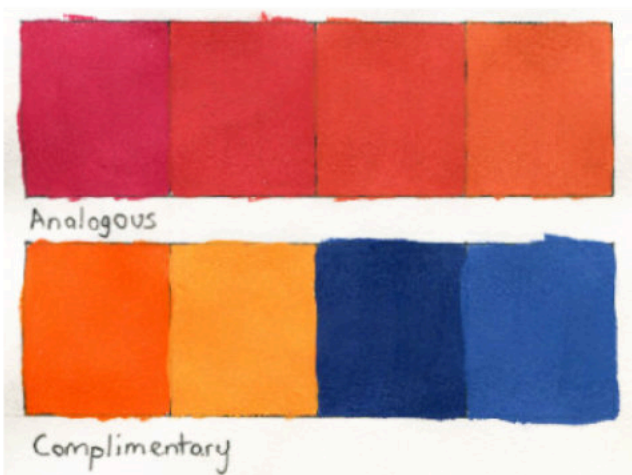
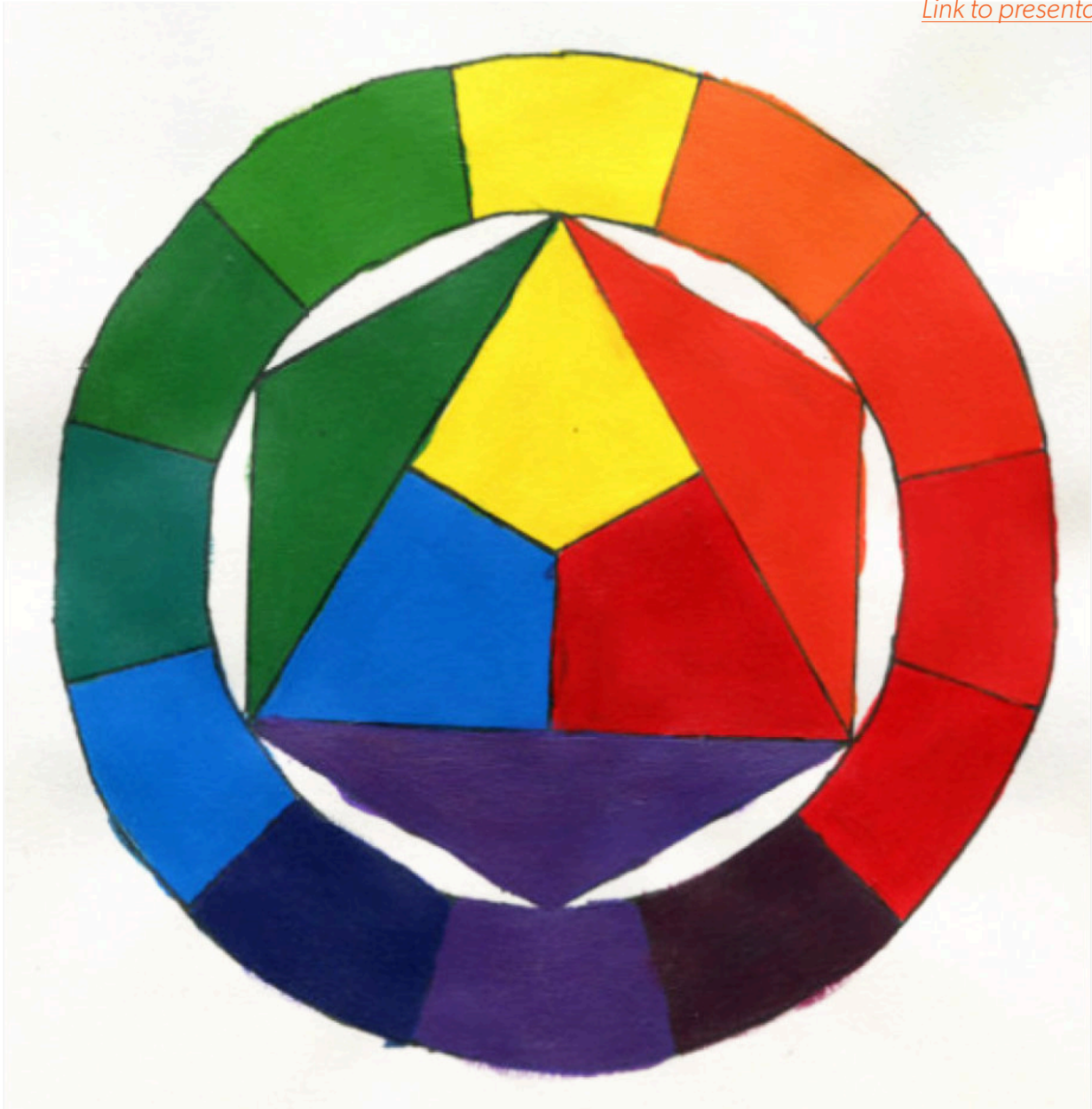




## Colour mixing and colour palettes.

Guided by colour theory, students explore colour wheel and experimenting with harmonies like complementary and triadic using paints. This dynamic process cultivates their ability to evoke emotion and harmony in visual compositions.

[Link to presentation](#)





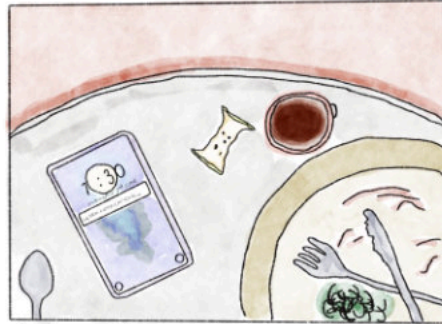
## Storyboard.

Students create a 6-10 panel storyboard for a moving piece of their choice. This can include things like; ads for marketing/advertising, music video clips, animations, short films for YouTube etc... Students need to consider where the finished moving piece will be seen; will it be online in a social feed, on a website, as a YouTube video, an outdoor ad, on TV or the theatre.

[Link to presentation](#)



The girl is laying on the couch, the sun is coming through the blinds. She is sad and alone.  
- Wide shot



Jump to close up of her phone on the cluttered table... "no new notifications"  
- Close up shot



Close up of her sad eyes.



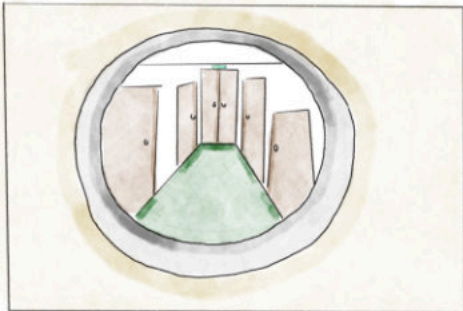
View of the door, a POV of the girl on the couch. The AC vent is covered and there us duct tape over the cracks in her door.  
- Wide shot



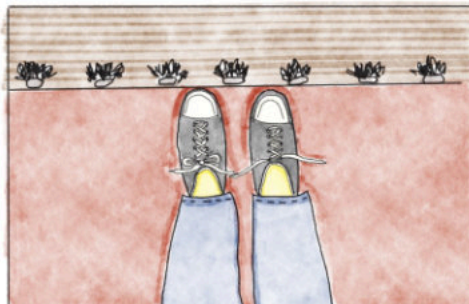
The girl walks over to the blinds and looks through them, to the world outside her 4 walls.  
- Camera jumps back to girl as she is walking to her window



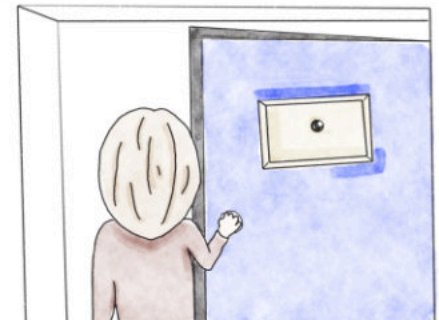
In the same shot, the girl turns and walks away from her window, towards her front door.  
- Camera stays on the girl as she turns around



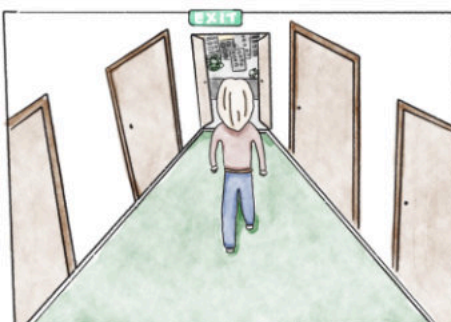
Close up shot of the girls point of view, looking through her peep hole to an empty hallway.  
- Extreme close up shot



The girl is looking down at her shoes that she has now put on  
- Mid shot of shoes, pans up towards the front door..



The girl walks over to her front door and places her hand on the door knob, pushing it open.  
- Camera view of the door, girl enters stage right into frame towards the door



The finalshot, is from her doors point of view. Walking out in to the world "And then I wont be so alone anymore"  
- Wide shot of girl leaving her apartment door.



## A3 Colour Poster.

Students research about how colours can have meanings and effects on how people feel and make decisions. They then create an A3 poster that contains a main headline of the colour, a brief overview of the colour, 3-5 facts or information points about the colour and some supporting imagery, photography or bespoke artwork they create.

[Link to presentation](#)



### Green symbolises

Nature and tranquility. Green is the colour of life, renewal and energy. It is associated with meanings of growth, harmony, freshness, safety, fertility, and environment.

Green is the color of life, renewal, nature & energy

# GREEN



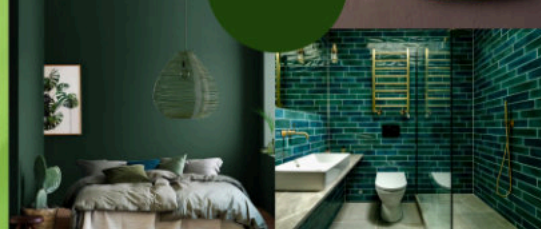
### Green in Interiors

Green is often used to create a calm and relaxing atmosphere, in both residential and medical spaces. Green, similar to blue, is soothing to the eyes, and is often a most preferred option for interior design, given the availability of multiple shades.



### Meaning of the Shades of Green

Dark green represents greed, ambition, and wealth, while yellow-green stands for sickness, jealousy and cowardice. Olive green represents the traditional color of peace.



### The Science of Green

Green can help lift depression and reduce anxiety. Green is soothing, relaxing, and youthful - and is believed to help alleviate anxiety, depression and nervousness.





## Company Logo and Icons.

Students follow a design process to develop a unique 2D logo and 3 accompanying icons for a small businesses provided OR a business or personal branding of your their own choice.

[Link to presentation](#)

**Mono Logo design**

**Colour Logo design**

RGB: (197, 181, 209)  
CMYK: C 5% M 11% Y 0% K 18%  
PANTONE: 7437 C

RGB: (197, 181, 209)  
CMYK: C 0% M 0% Y 0% K 0%  
PANTONE: 11-0601 TCX

RGB: (0, 0, 0)  
CMYK: C 0% M 0% Y 0% K 100%  
PANTONE: BLACK C

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## Live Client Project

FULL COLOUR LOGO



MONO LOGO



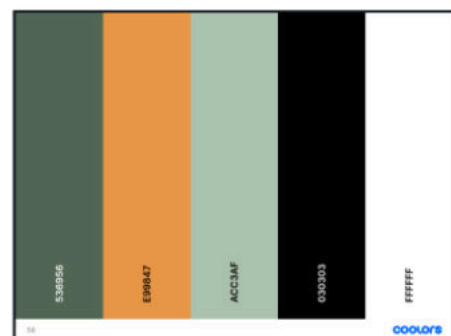
FULL COLOUR ICONS



MONO ICONS



PANTONE: 2409 C RGB: 78, 101, 72 CMYK: 67, 42, 76, 29	PANTONE: 4009C RGB: 241, 156, 73 CMYK: 2, 45, 81, 0	PANTONE: 5585 C RGB: 168, 189, 176 CMYK: 36, 16, 31, 0





## Brand Identity.

Students create a basic A5 Identity Guide that sets out the rules for a logo and icon use. Students showcase creativity through brand logo and icon designs, reflecting understanding of visual identity, symbolism, colour theory and brand message.

[Link to presentation](#)



### LOGO

#### Logo

The logo will be used for a Small Business Marketing Agency. It is designed to be eye catching and easily stamped on any work provided by the agency. It is important to keep the integrity of the design as it is the brands identifier. Spacial factors, type and colour must remain integral to the original logo.

There are two layouts that can be used for the logo depending on the type of document or merchandise. It must be one of the two variations provided.

A Vertical View & a Horizontal View.

#### Horizontal View

Vertical View

1.

### LOGO USAGE

#### Monochromatic Version

#### Reversed Monochromatic Version

2.

### COLORS & TYPE

#### Main Colours

 PANTONE: Red 0331 C RGB: 252 174 187 CMYK: 0 49 12 0	 PANTONE: 2035 C 2 RGB: 199 64 67 CMYK: 0 100 87 16
 PANTONE: 2001 C RGB: 248 229 154 CMYK: 2 9 61 0	 PANTONE: 7400 C RGB: 0 146 147 CMYK: 100 0 42 25

#### Typography

The Typography used in the logo is called "Le Murmure" This was chosen to be a bold statement and catch the eye whilst remaining easy to read.

#### "Le Murmure"

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
0123456789  
!@#\$%^&\*[]{}|\_+?<>:;'"/\{}  
3.



## Cylindrical Labels.

Students create a cylindrical label of their choice. They need to research 3 dimensional (3D) designs to use alongside their knowledge of colour to design and construct a product label. The assessment gauges their ability to blend aesthetics with essential product information, ensuring visual appeal, effective brand and product communication.

[Link to presentation](#)



**HOPPS**

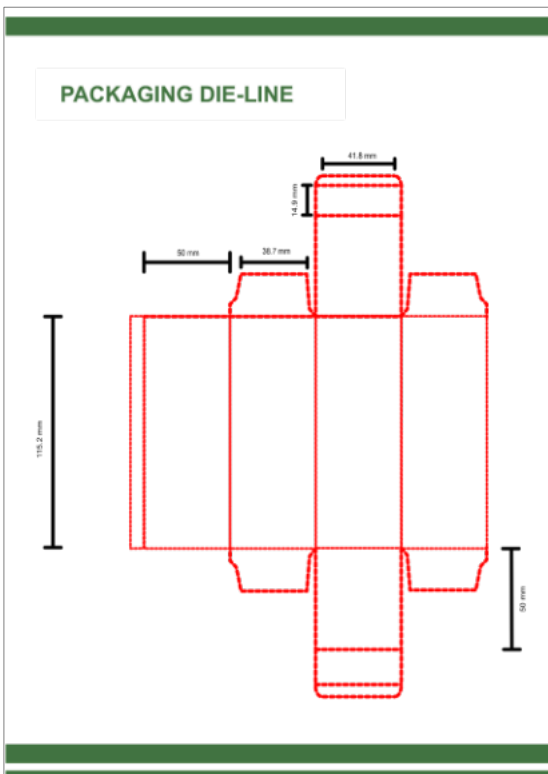
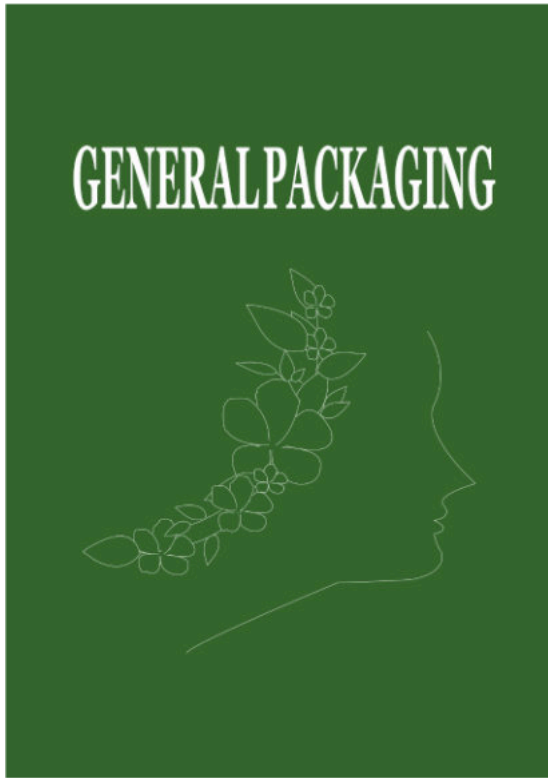
**ORIGINAL PALE**



## General Packaging.

This student assessment is focused on product packaging design, assessing students' skills in creating functional yet visually enticing packaging solutions. Emphasis is placed on innovation, branding, and consumer appeal through the students design and colour theory knowledge learned throughout the design and drawing module.

[Link to presentation](#)





## Wanted Poster.

In this exercise students take a series of portrait style photos on a white/light background using the photography techniques learned. Students learn the editing software interface, setting up a document, basic corrections, tools and other techniques to create and enhance a wanted poster design.

[Link to presentation](#)





## Comic Cell.

In this exercise students take a series of portrait style photos on a bright colour background using the photography techniques learned. They then transform the photo into a compelling comic cell design. This exercise teaches image manipulation tools, effects and techniques. This exercise also teaches the use of layers, blend modes and adjustment layers.

[Link to presentation](#)





## Band Poster.

In this exercise students take a series of portrait style photos on a white/light background using the photography techniques learned. They then transform the photo into a compelling band poster design. This exercise teaches masking, adjustment layers, blending modes, creative design techniques and exporting for print and digital distribution..

[Link to presentation](#)

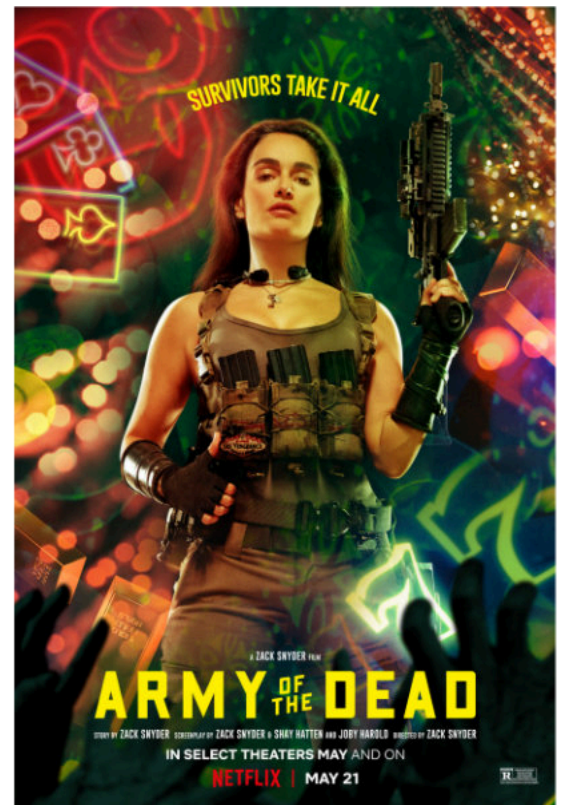
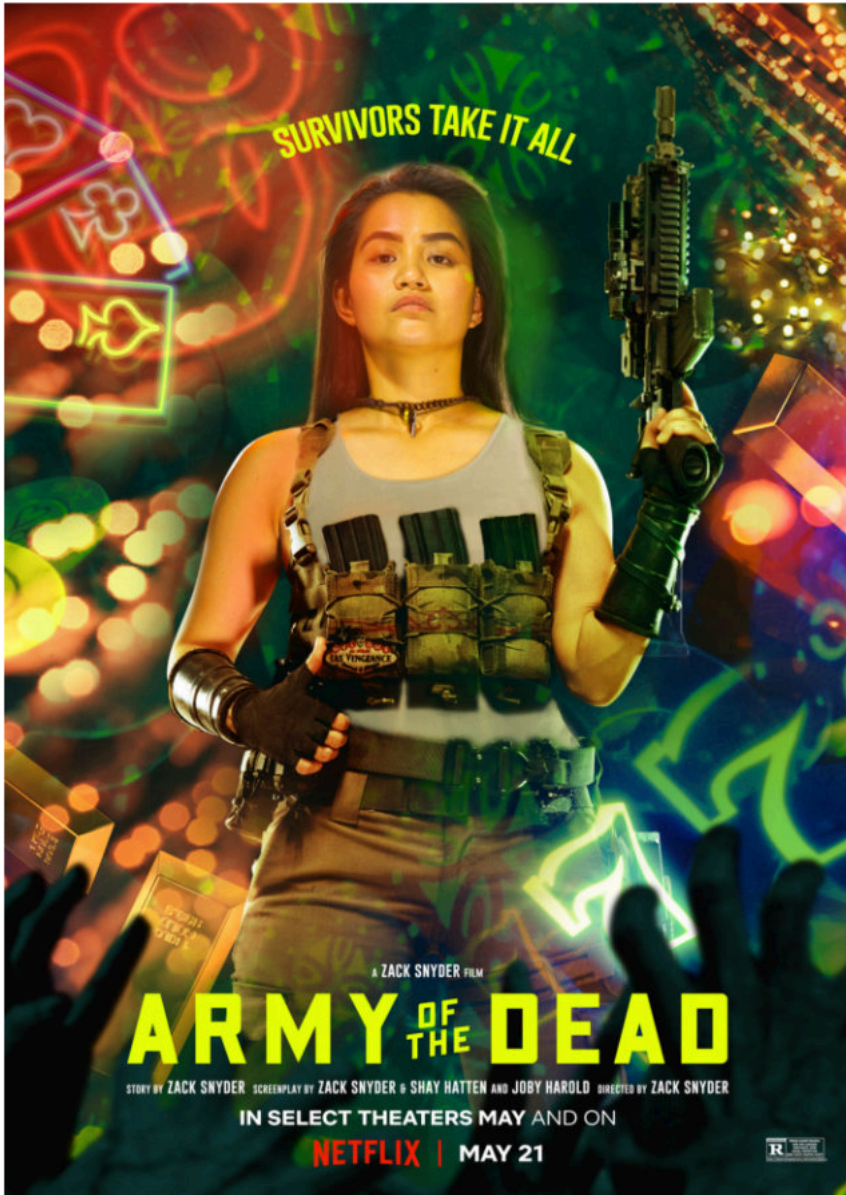




## Movie Poster.

In this assessment students produce a composite image using photo editing software, various editing techniques, photographic and design techniques to incorporate a photograph of themselves into an existing movie poster design.

[Link to presentation](#)





## Camera Skills.

This assessment students demonstrate their understanding of various camera settings to achieve a certain looking photograph as well as photography composition techniques. Students also show an understanding of image editing and photo manipulation techniques.

[Link to presentation](#)

### Shallow Depth of Field



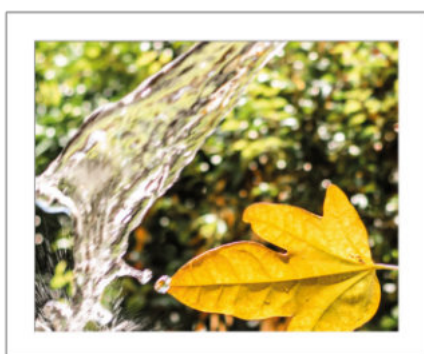
Depth of Field  
Camera: **Canon 600D**  
Lens: **11 - 16mm (Tokina)**  
ISO: **100**  
Shutter: **1/500**  
Aperture: **f1.8**

### Deep Depth of Field



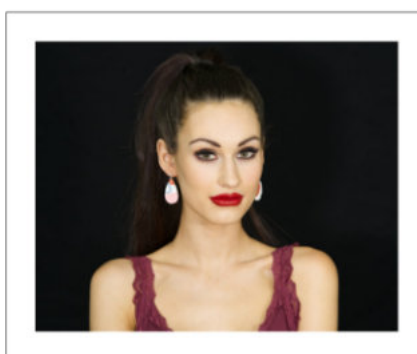
Depth of Field  
Camera: **Canon 600D**  
Lens: **17 - 50mm (Sigma)**  
ISO: **800**  
Shutter: **1/50**  
Aperture: **f16**

### Frozen Motion



Motion  
Camera: **Canon 600D**  
Lens: **50mm**  
ISO: **100**  
Shutter: **1/500**  
Aperture: **f1.4**

### Composition



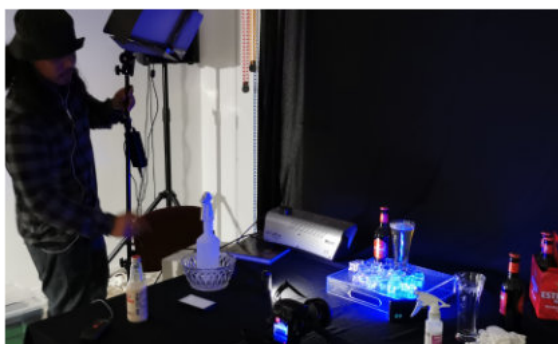
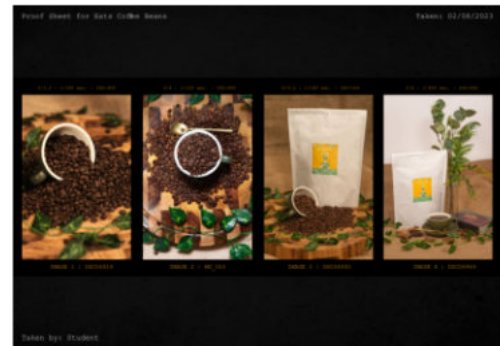
Background  
Camera: **Canon 600D**  
Lens: **50mm**  
ISO: **400**  
Shutter: **1/30**  
Aperture: **f2.0**



## Product Shoot.

This assessment students demonstrate a knowledge of studio product photography, experimenting with set designs and lighting techniques alongside their understanding of various camera settings and editing techniques to achieve a professional product advertisement for print.

[Link to presentation](#)





## Mobile Advert.

This assessment students demonstrate a knowledge of photography, experimenting with techniques to promote a business service alongside their understanding of various camera settings and editing techniques to achieve a professional digital advertisement.

[Link to presentation](#)

The advertisement is displayed on a white smartphone against a blue background. The ad content includes:

- FIXIFY MOBILE REPAIR SHOP** (with logo)
- BROKEN PHONE? WE FIX IT!**
- Two images of smartphones, one showing a cracked screen.
- Checklist of services:
  - Water Damage
  - Broken Screen
  - Batteries
  - Charging Ports
  - Speaker & More.
- \$68 Flat rate.**
- Contact information: 1800 339 168, www.fixifymobile.com.au, FixifymobileAus (Facebook), Fixifymobile.Aus (Instagram)
- FREE DIAGNOSTICS**




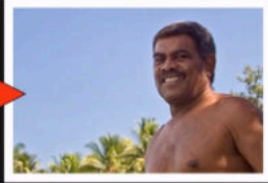



At the bottom of the phone frame, there is a logo for Fixify Mobile Repair Shop and the text **FIXIFY MOBILE REPAIRSHOP**.



## Introduction to Video Editing.

In this lecture we introduce some basic concepts and techniques of video editing. We will discuss why editing 'works' and introduce some basic film language with shot sizes and angles.

**Consider this sequence of shots:**

-   
A Shark cruising in the shallows
-   
It spots a big, juicy Fish...
-   
It rushes forward to catch it but ...
-   
A Man nearby sees the Shark...
-   
He readies his spear and...
-   
Launches it...
-   
Blood spreads in the water...

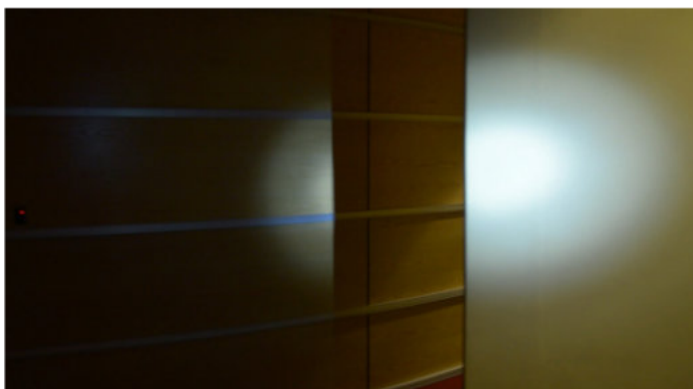




## Echoes Edit.

In this exercise, students explore the basic functionality and workflow of the editing software while editing together a sequence from a short film.

[Link to video on YouTube](#)

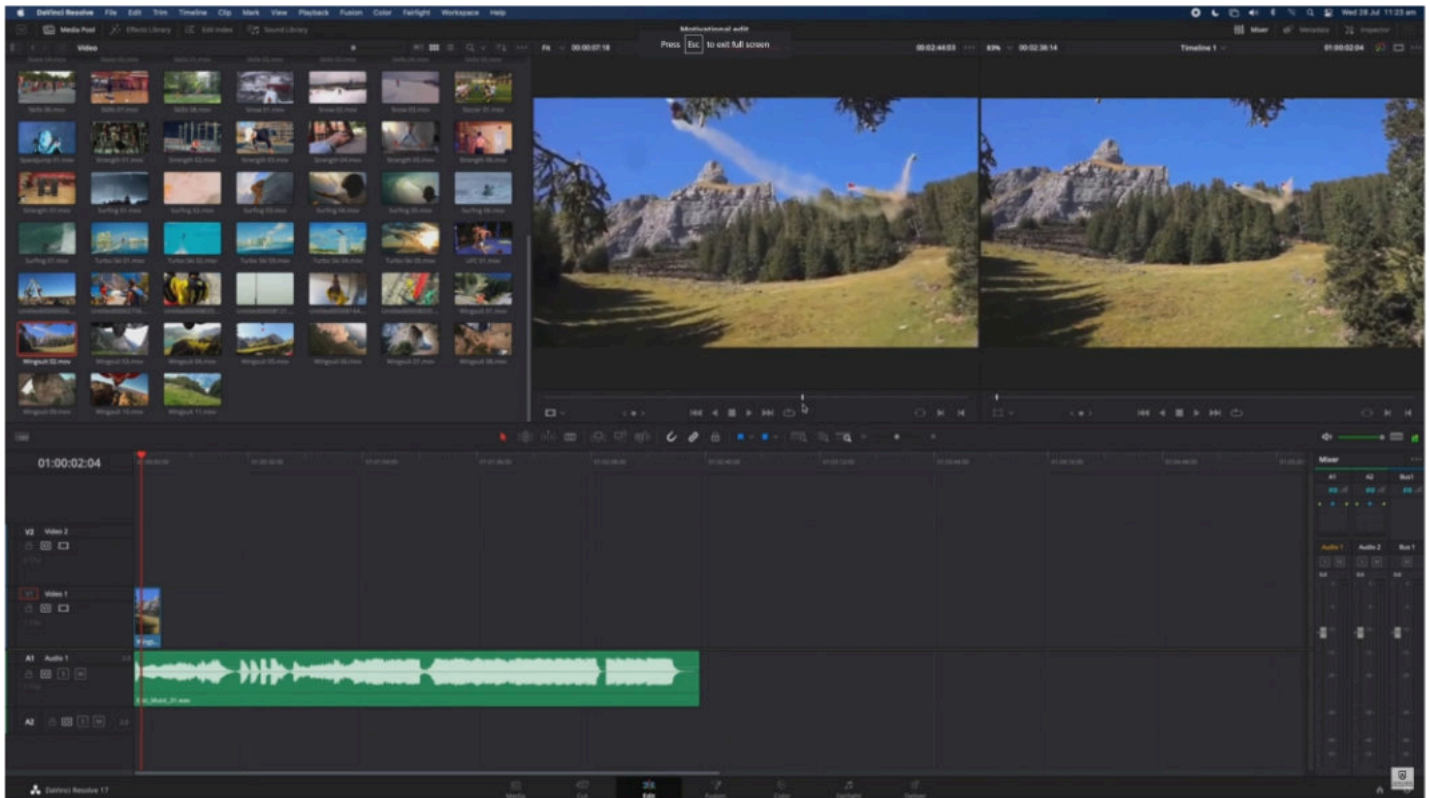




## Motivational Edit.

In this exercise, students create a short 'Motivational Video' and explore different editing styles, discuss 'editing to the beat', import and manipulate audio, use the music to structure an edit, develop transition points, work with the 'Trim Tool' and more.

[Link to video on YouTube](#)

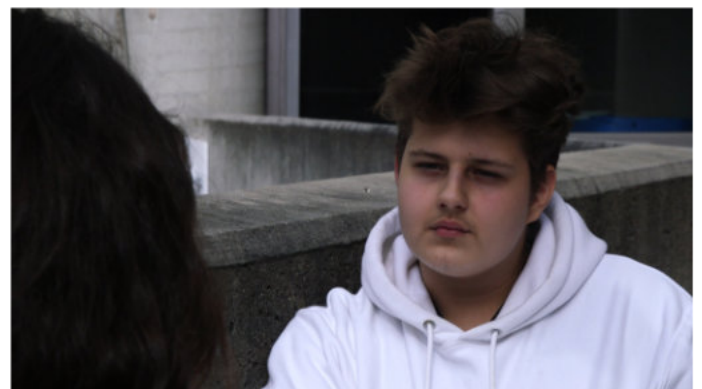
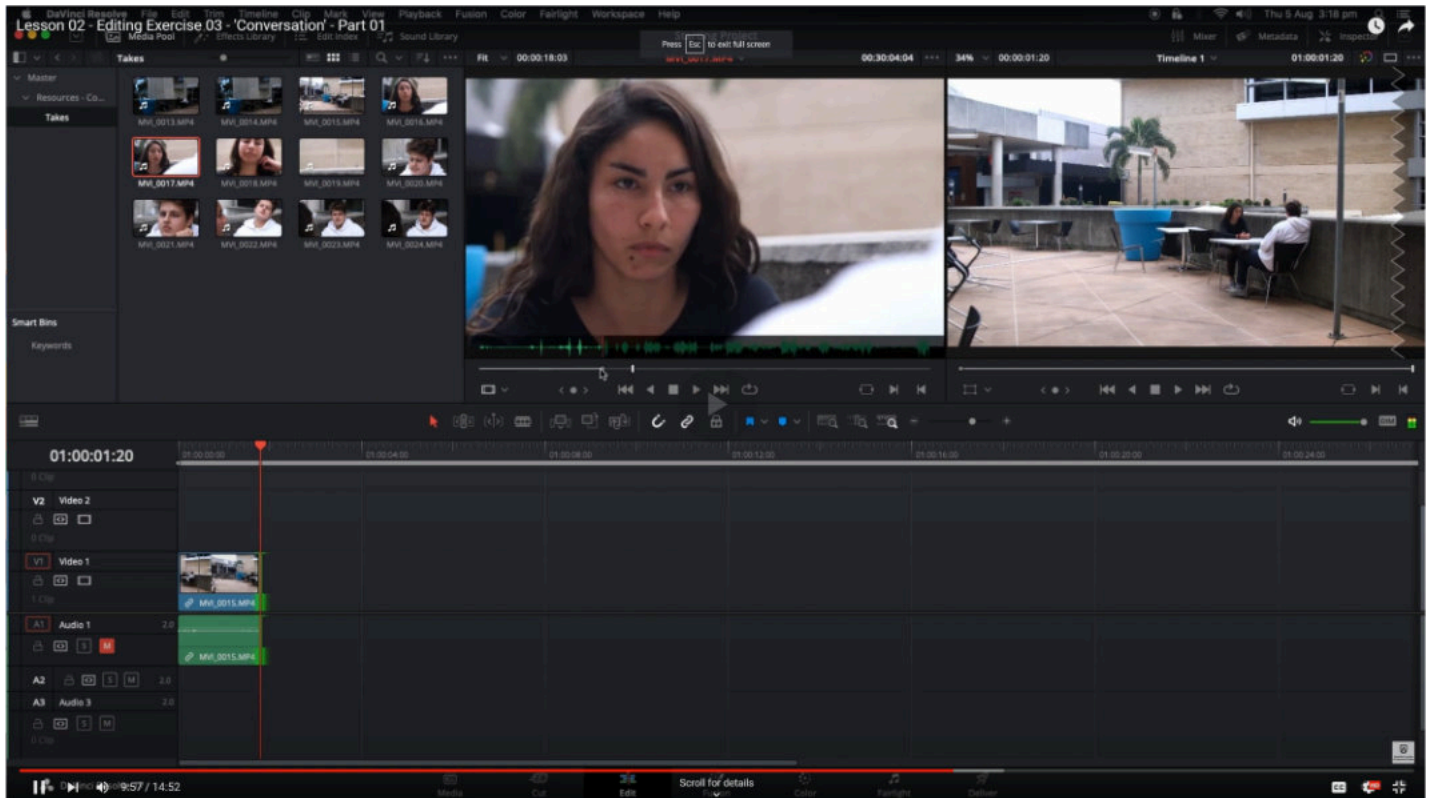




## Conversation Edit.

In this exercise, students will edit a conversation between two people. They learn priorities editing a dialogue scene, dialogue editing techniques, analyse the script, lay down a basic structure for the edit, edit with J-K-L transport, discuss 'Ping Pong' editing, introduce the 'J' cut, introduce the 'L' cut, add atmosphere and use audio enveloping.

[Link to video on YouTube](#)





## Camera Licence.

In this assessment, students are required to create a short video that demonstrates their competence in safely setting up a tripod, attaching the camera, operating the settings & functions of the camera, formatting the storage card, adding accessories (microphone), setting audio levels, disassembling the camera and accessories and packing them away.

[Link to video on YouTube](#)

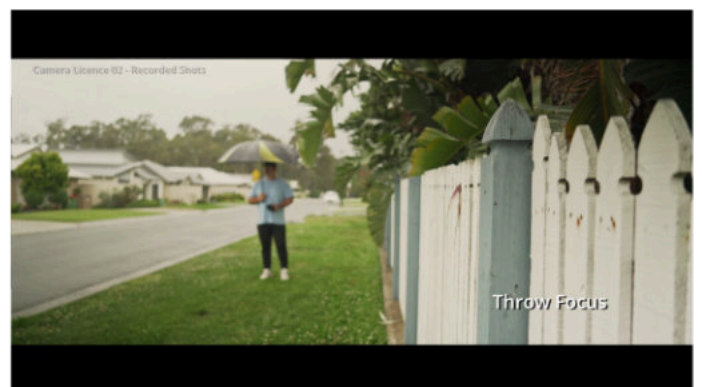
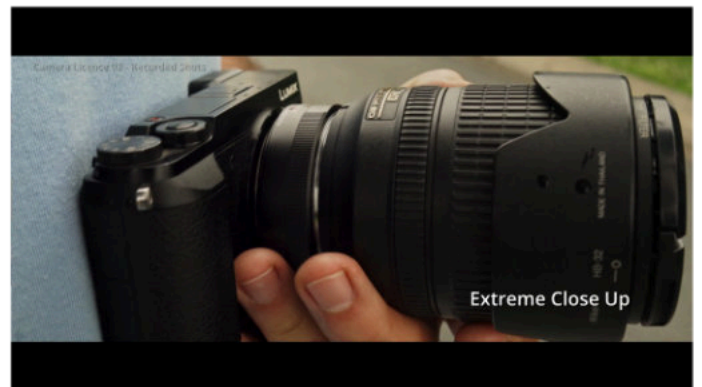




## Recorded Shots.

In this assessment, students are required to create a short video that demonstrates their understanding of film language using shot sizes and angles ensuring the shots are correctly exposed and in focus. In the editing software, assemble the shots into a sequence and label each one correctly with the title tool. Adding sound or music is optional.

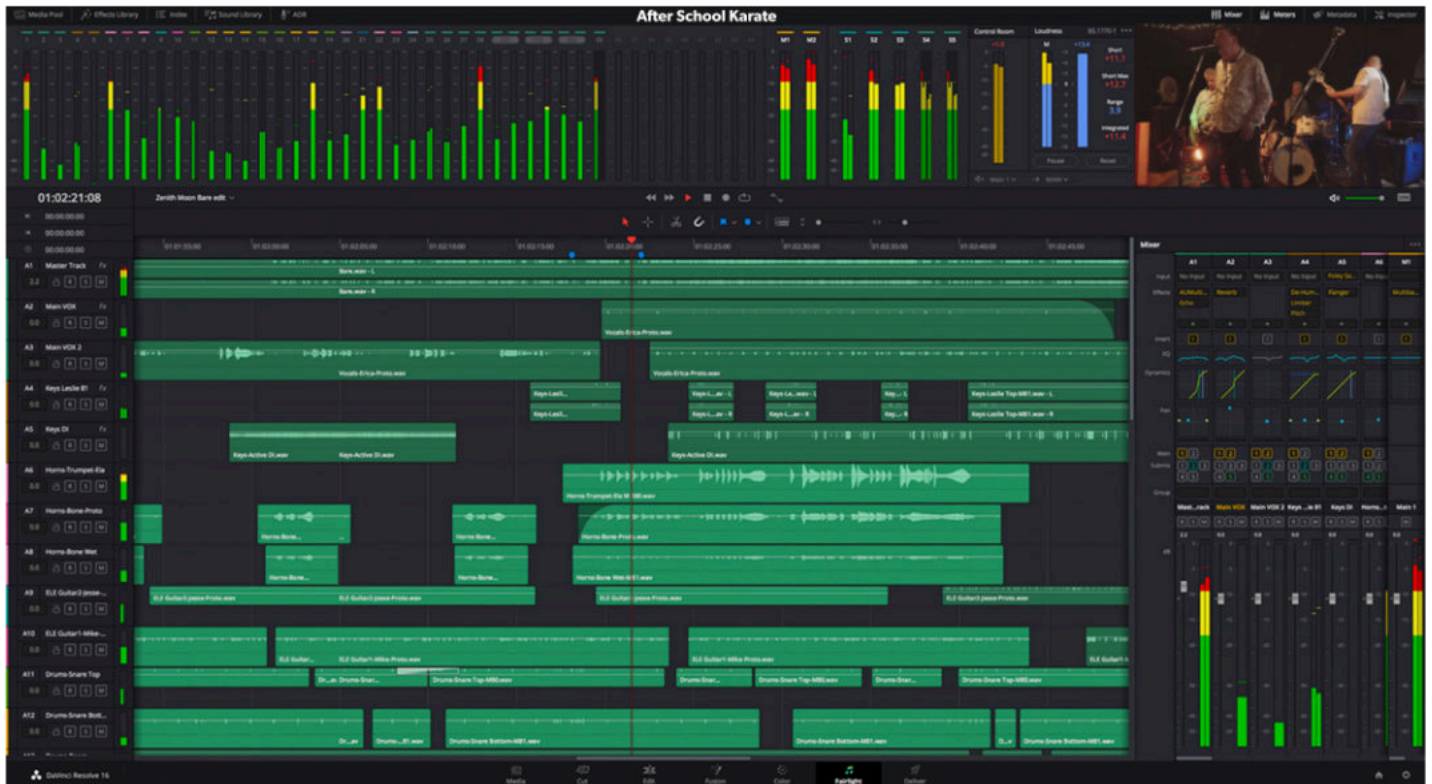
[Link to video on YouTube](#)





## Create Soundtracks.

In this exercise, students learn how to create soundtracks. They will learn how to define what a soundtrack is, describe a soundtrack's components, define 'Sound Design', define dialogue, define sound effects, define ambience, introduce a sound breakdown form, break down two soundtracks, start to develop their own soundtrack.





## Video Product Shoot.

Students are required to create a professional product reel (15seconds) for potential marketing on social media platforms in 9x16 aspect ratio. Students must select a product, design an eye-catching, stylised video commercial that reflects the culture, use and target market for this product.

[Link to video on YouTube](#)





## Video Sequence.

Students are required to create an original, narrative video sequence with a duration of at least 3 minutes. This is a narrative video sequence that should tell the story of some event, conflict or happening. The narrative sequence can be of any genre you choose; comedy, horror, thriller, drama, even documentary.

[Link to video on YouTube](#)

