

MODULE DES1010: SKETCH, DRAW & MODEL

Level: Introductory

Theme: Design Skills, Processes and Applications

Prerequisite: None

Module Description: Students are introduced to observational sketching and drawing, and modelling, and to a selection of materials and tools and their uses. Students also develop skills that can be used and enhanced in further design activity.

Module Parameters: Access to basic sketching, drawing and modelling tools and equipment and a computer.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline and/or in fine art.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• sketch, manually, and draw and model, natural and manufactured three-dimensional forms	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• sketches, drawings and models of natural and manufactured three-dimensional forms produced in response to teacher-specified assignments. Images will be recognizable as the subject and demonstrate a sense of proportion and scale. <p><i>Assessment Tool</i> <i>Project Assessment: Techniques, Tools, Materials and Applications Checklist (DESPRJ-1A)</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	60
<ul style="list-style-type: none">• use manual sketching/drawing and modelling materials, and tools effectively	<ul style="list-style-type: none">• the use of three or more sketching, drawing and modelling materials and tools. <p><i>Assessment Tool</i> <i>Project Assessment: Techniques, Tools, Materials and Applications Checklist (DESPRJ-1A)</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	30

MODULE DES1010: SKETCH, DRAW & MODEL (continued)

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<i>The student should:</i>	<p>Designers who work in three dimensions often visualize their ideas by manipulating various materials such as wooden or foam blocks of differing shapes. This manipulation provides a three-dimensional model of what the potential solution might look like with respect to size, shape, volume, etc.</p> <p>Different media provide different results and students need to be aware of this. Skills in the use of various media will develop as students engage in other design activities.</p>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • show and describe sketches, drawings and models to the teacher and to at least one other class member • maintain a design journal/sketchbook. This would typically include notes, ideas and rough or thumbnail sketches • maintain a portfolio of ongoing observational drawing and modelling activities, which in this module would include all sketches, drawings and models produced in the module, the design journal and any other supplementary material considered important • describes how sketching, drawing and modelling assists in solving design problems. 	<p>Students at the introductory level may be reluctant to share and discuss their work with a group of their peers. Sharing can be done informally, one on one with the teacher, and as the opportunity presents itself, with one or more class members.</p> <p>The portfolio will provide a developmental record of the student's breadth and depth of observational drawing and modelling capability. It should be updated upon completion of each design task. Over time, less important examples of work should be replaced with more significant pieces.</p>

