

MODULE DES1020: THE DESIGN PROCESS

Level: Introductory

Theme: Design Skills, Processes and Applications

Prerequisite: None

Module Description: Students begin this process-based activity by developing an understanding of the problem through research. They then develop possible solutions, working through them to arrive at a final, appropriate solution.

Module Parameters: Access to basic sketching, drawing and modelling tools and equipment and a computer. Specialized facilities or equipment depend on the approach taken to the module.

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

Supporting Module: DES1010 Sketch, Draw & Model

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">identify a design process and apply it throughout the instructional period	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">observation of the work processes throughout the instructional period and review of the design journal. <p><i>Assessment Tool</i> <i>Design Studies Process Standards Assessment Framework (DESPAF-1)</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	60
<ul style="list-style-type: none">produce a designed solution	<ul style="list-style-type: none">student's response to a teacher-specified, introductory level design brief in two-dimensional, three-dimensional, and/or combined two-dimensional and three-dimensional design. <p><i>Assessment Tool</i> <i>Project Assessment: Design Skills, Processes and Applications (Introductory) (DESPRJ-1B)</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	30

MODULE DES1020: THE DESIGN PROCESS (continued)

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> read a design brief and identify the task, constraints and other pertinent information. 	<p>This should be done in an informal manner. (See the notes on presentation from Sketch, Draw and Model.)</p> <p>Briefs are common in the design field. They provide the designer with basic information for the design task and are often based on something that exists.</p>
Elements and Principles of Design	<ul style="list-style-type: none"> identify the design elements (line, shape, form, pattern, space, texture, colour) and principles (balance, emphasis, proportion, rhythm, unity and variety) as they apply to composition and form. 	<p>Awareness of the elements and principles of design will increase with each design challenge. Students need only recognize the existence of these elements and principles in this module and be able to identify some of them.</p>
Applied Problem Solving	<ul style="list-style-type: none"> follow a design process to create solutions for one or more projects taken from two-dimensional design (e.g., poster, brochure, repetitive pattern, personal monogram), and/or three-dimensional design (e.g., cardboard desk organizer, cloth locker organizer, a self-propelled elastic band-powered car) and/or a project combining two- and three-dimensional design (e.g., bicycle light with logo, package for a festive ornament, model of a museum display or store window display package for an abstract idea such as multiculturalism) based on design briefs provided select and use appropriate tools and materials as outlined in the design brief use and maintain tools and materials in a safe and appropriate manner. 	<p>The product/solution to the problem will be determined by the need as stated in the design brief. Students will need help interpreting the first few briefs they receive.</p> <p>Successful designers tend to have a broad range of experience. Having students engage in a variety of design tasks will help to broaden their horizons and enhance their ability to design.</p> <p>Teachers may wish to limit tools and materials to provide specific constraints to the design projects assigned.</p>

MODULE DES1020: THE DESIGN PROCESS (continued)

Concept	Specific Learner Expectations	Notes
<p>Presentation, Design Journal and Portfolio</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • show and describe projects with the teacher and with at least one other class member • maintain a design journal and a portfolio, which in this module would include all design work such as drawings, research notes and designed solutions, and any other supplementary material considered important • prepare for and actively participate in a final presentation and critique of design work. Effectively communicate intentions and decision making related to the design project. 	<p>Students need to be constructively critical of their own designs and the designs of others. It is not good enough to “like” or “dislike” without giving reasons for their preference. It is important that they recognize this both as designers and as consumers of design. At this level they should be able to critically discuss their work with their teacher.</p> <p>Students can track the steps they took and materials/processes they used in solving their design brief. Their journal can become a future reference source. It is also a good mechanism for assessing process.</p>