

## MODULE DES2010: 2-D DESIGN APPLICATIONS

**Level:** Intermediate

**Theme:** Design Skills, Processes and Applications

**Prerequisite:** None

**Module Description:** Students apply the design process and other knowledge, skills and processes learned at the introductory level to two-dimensional design projects. Projects in this module typically deal with communication problems and issues. Students take greater responsibility for managing their learning and learn to work cooperatively with others.

**Module Parameters:** Basic sketching, drawing and graphic layout tools and equipment and/or a computer with graphic design software.

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

**Supporting Modules:** DES1020 The Design Process

### 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"> <li>plan and produce solutions to intermediate level two-dimensional design briefs</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>resolution of a teacher- and/or student-specified intermediate level two-dimensional design brief.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: Design Skills, Processes and Applications (Intermediate) (DESPRJ-2A)</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p>	60
	<ul style="list-style-type: none"> <li>use, effectively, the elements and principles of design</li> </ul> <p><i>Assessment Tools</i>  <i>Authorized resources for explanation and examples of elements and principles of design</i>  <i>Project Assessment: Design Skills, Processes and Applications (Intermediate) (DESPRJ-2A)</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p>	20



**MODULE DES2010: 2-D DESIGN APPLICATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify mathematical and/or scientific principles as they apply to design projects assigned; e.g., organization of visual space, measurement of internal space, borders, columns, use of scale.</li> </ul>	<p>Students should learn to write design briefs and structure plans for resolving the brief. Briefs and plans may be based on teacher- or student-identified needs. Students will learn to prepare briefs and plans, and manage their own learning at this level, and to do so independently at the advanced level.</p> <p>Many design solutions will not be completed full size but will be “scale” models. For example, a student might prepare a scale module of a mural that could be painted on a building. Students can learn the concept of scale in this context then apply it repeatedly in other design tasks.</p>
Elements and Principles of Design	<ul style="list-style-type: none"> <li>use elements and principles of design in design projects</li> <li>experiment with one or more elements (e.g., colour, line, shape) and/or principles (e.g., rhythm, balance) to achieve desired affects.</li> </ul>	
Applied Problem Solving	<ul style="list-style-type: none"> <li>follow through a design process to solve two-dimensional design problems; e.g., CD covers, sports graphics, newspaper or magazine advertisements, billboards or wall murals, corporate logos or neon graphics</li> <li>select and use appropriate tools and materials as outlined in the design brief.</li> </ul>	<p>Intermediate level Design Studies students must take a problem as given, generate ideas for a solution and work them through. Teachers will need to teach more advanced techniques, or direct their students to appropriate resources, but the responsibility for problem solving should rest with the student.</p>

**MODULE DES2010: 2-D DESIGN APPLICATIONS (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"> <li>• participate in interim critiques that include peer review and input</li> <li>• 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</li> <li>• maintain a design journal/sketchbook of the project, which would include research notes, ideas, writings, sketches, photographs, cuttings, etc., related to the project</li> <li>• maintain a portfolio of ongoing design activity, which might include sketches, freehand drawings, rendered drawings, technical drawings, photographs of models (physical and/or CAD), reports, etc., plus work from previously completed modules.</li> </ul>	<p>Students working at this level should be able to present their work to their classmates in informal critique sessions.</p> <p>Critiques of completed projects provide a venue for students to present their work and to celebrate their success with their peers.</p> <p>Participation guidelines should be established and clearly understood by students before a critique occurs.</p> <p>Students who have taken several modules and have maintained a portfolio will have a sizable collection of design projects. They may begin culling some less successful projects in favour of newer projects showing more advanced learning. An alternative would be to start a second portfolio of presentation quality pieces while maintaining a working portfolio.</p>