

## MODULE DES3010: 2-D DESIGN STUDIO 1

**Level:** Advanced

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

**Prerequisite:** None

**Module Description:** Students apply theories, skills and techniques of organization of the visual image onto the two-dimensional format, to resolve complex design problems. Emphasis is placed on exploring form, composition and aesthetics of communication design solutions.

**Module Parameters:** 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 and production.

**Supporting Module:** DES2010 2-D Design Applications

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>produce advanced level designed solutions for two-dimensional design problems</li></ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>resolution of a teacher-approved, student-specified advanced level two-dimensional design brief.</li></ul> <p><i>Assessment Tool</i> <i>Project Assessment: Form, Composition and Aesthetics (DESPRJ-3A)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	50
	<ul style="list-style-type: none"><li>apply elements and principles of design to two-dimensional design compositions</li></ul>	<ul style="list-style-type: none"><li>selection and effective use of elements and principles of design in project work.</li></ul> <p><i>Assessment Tool</i> <i>Authorized resources for explanation and examples of elements and principles of design</i> <i>Project Assessment: Form, Composition and Aesthetics (DESPRJ-3A)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>

**MODULE DES3010: 2-D DESIGN STUDIO 1** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• make rational judgments for achieving aesthetic quality in two-dimensional design solutions</li> <li>• select, organize and present design projects</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• justification and judgements made during designing with respect to aesthetics, brought forth within the presentation/critique.</li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Form, Composition, and Aesthetics (Advanced) (DESPRE–3A)</i></p> <p><i>Standard</i>  <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> <li>• maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the project brief, and the student’s discourse regarding:               <ul style="list-style-type: none"> <li>– the form, composition and aesthetic quality of the product</li> <li>– the judgements made during the designing process,</li> <li>– why these were made</li> <li>– the effect they had in shaping the final result.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Form, Composition, and Aesthetics (Advanced) (DESPRE–3A)</i></p> <p><i>Standard</i>  <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>20</p> <p>Integrated throughout</p>

**MODULE DES3010: 2-D DESIGN STUDIO 1** (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• demonstrate increased proficiency with skills and techniques learned at the introductory and intermediate levels</li> <li>• identify and use additional techniques, tools, materials and other resources as required in projects undertaken</li> <li>• demonstrate organization and management of personal learning without external direction, in both individual and cooperative learning situations</li> <li>• demonstrate increased group work skills.</li> </ul>	
Elements and Principles of Design	<ul style="list-style-type: none"> <li>• identify the elements and principles of design used in the solution of each design problem and explain how their use has contributed to the aesthetics and function of the solution</li> <li>• rationalize decisions made during designing and indicate how these decisions affected the aesthetic quality of the solution.</li> </ul>	<p>Students must be able to identify the elements and principles of design and use them effectively in resolving design tasks. It is important that they recognize how they can use the elements and principles to their best advantage.</p> <p>Decision making is central to successful design. Students at this level must make decisions and learn from the results.</p>
Applied Problem Solving	<ul style="list-style-type: none"> <li>• solve one or more two-dimensional design problems; e.g., displays/exhibits, packaging graphics, textiles, advertising, murals, signage, posters, calendars, billboards, maps and charts</li> <li>• identify each problem, write a design brief and structure a plan for resolution</li> <li>• select and use appropriate tools and materials as outlined in the design brief.</li> </ul>	<p>Some students may take on a project of greater magnitude and therefore would not be required to complete more than one project in this module. Some students may also engage in large-scale projects that require more than one module to complete.</p>

**MODULE DES3010: 2-D DESIGN STUDIO 1** (continued)

Concept	Specific Learner Expectations	Notes
<p>Applied Problem Solving (continued)</p>	<p><i>The student should:</i></p>	<p>Advanced level students must be able to write out project briefs for themselves and others. They must be able to organize their work, select appropriate tools, equipment, materials, etc., to make the project successful. It is important that they be given responsibility for their learning and that the teacher is there to support them and provide guidance where necessary.</p>
<p>Presentation, Design Journal and Portfolio</p>	<ul style="list-style-type: none"> <li>• participate in interim and final critiques meeting or exceeding the expectations of intermediate level modules</li> <li>• lead at least one interim or final critique at the advanced level</li> <li>• maintain journal/sketchbook as described in The Design Process</li> <li>• maintain a portfolio of ongoing design activity including all projected related material in two-dimensional design (see 2-D Design Applications), the design journal, and appropriate supplementary material</li> <li>• independently update portfolio, assessing portfolio for extraneous material (see 2-D Design Applications).</li> </ul>	<p>Advanced students should be able to lead a critique session. They should be given opportunity to do so at some point in their advanced level program.</p>