

MODULE DES3020: 2-D DESIGN STUDIO 2

Level: Advanced

Theme: Design Skills, Processes and Applications

Prerequisite: None

Module Description: Students investigate the impact, importance and influence of two-dimensional design within a cultural context and the social responsibility of the designer, and apply this information when resolving complex communication design problems.

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: DES3010 2-D Design Studio 1

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">produce advanced level designed solutions for two-dimensional communication design problems	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">resolution of a teacher-approved, student-specified advanced level two-dimensional design brief. <p><i>Assessment Tool</i> <i>Project Assessment: Communication and Human Factors (DESPRJ-3B)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	50
<ul style="list-style-type: none">identify examples of effective and ineffective two-dimensional designs	<ul style="list-style-type: none">constructive analysis and criticism of two-dimensional design work of varying quality gathered from real world context. <p><i>Assessment Tool</i> <i>Project Assessment: Communication and Human Factors (DESPRJ-3B)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	10

MODULE DES3020: 2-D DESIGN STUDIO 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify human factors commonly affected by two-dimensional design solutions and accommodate these within designed solutions • select, organize and present design projects • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • written or verbal identification of human factors commonly addressed in two-dimensional design, and the degree to which these are accommodated in the resolved project brief. <p><i>Assessment Tool</i> <i>Project Assessment: Communication and Human Factors (DESPRJ-3B)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • 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"> – the effectiveness of the designed solution in communicating its message – the degree to which the designed solution addresses identified human factors. <p><i>Assessment Tool</i> <i>Presentations/Reports: Communication and Human Factors (Advanced), (DESPRE-3B)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>20</p> <p>Integrated throughout</p>

MODULE DES3020: 2-D DESIGN STUDIO 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and select examples of “designed” communication and make judgements as to their effectiveness • select at least three examples of commercially generated two-dimensional design and describe the impact of the examples on himself or herself; e.g., social/psychological impact, impact on himself or herself as a human being, how he or she feels about the design • describe at least three ways human factors (e.g., physical, mental, ethical, cultural) can affect two-dimensional design; e.g., use of colour, cultural symbolism, response to size, shape, prominence. 	<p>Advanced level students must be able to determine levels of quality. They must apply this knowledge in their own design work.</p> <p>Design is done for a purpose—to meet a client’s need. It is important that students realize that not all designed ideas work. It is also crucial that students recognize the relationship of design to the human condition and the impact design can have on them and others, socially, psychologically and emotionally as well as physically.</p> <p>Designed items (e.g., communication systems, products) have a great impact on people. Students must recognize this, both as designers and as consumers of design. This study relates very closely to notions of consumerism and the place of design in a “consumer” society.</p>
Applied Problem Solving	<ul style="list-style-type: none"> • solve at least two different two-dimensional design problems involving communication; e.g., signs, advertising layouts, maps, packaging graphics, fabric motifs, flow diagrams, assembly drawings, cutting layouts, organizational charts • identify each problem, write a project brief and structure a plan for resolution • select and use appropriate tools and materials as outlined in each project brief. 	<p>Students may engage in new projects or continue projects begun in 2-D Design Studio 1. See this module for additional notes.</p>

MODULE DES3020: 2-D DESIGN STUDIO 2 (continued)

Concept	Specific Learner Expectations	Notes
Presentation, Design Journal and Portfolio	<i>The student should:</i> <ul style="list-style-type: none">• see Specific Learner Expectations for 2-D Design Studio 1.	See notes from 2-D Design Studio 1.