

MODULE DES3070: LIVING ENVIRONMENT STUDIO 1

Level: Advanced

Theme: Design Skills, Processes and Applications

Prerequisite: None

Module Description: Students learn to develop appropriate architectural, environmental or interior design solutions for specific human needs. Students also learn to use design methodology and teamwork in the development of such solutions.

Module Parameters: Sketching, drawing and modelling tools and equipment and access to 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 architectural, interior and/or environmental design.

Supporting Module: 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">produce creative designed solutions based in architectural, environmental and/or interior design, that address human and/or environmental needs | <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 Living Environment design brief. <p><i>Assessment Tool</i> <i>Project Assessment: Living Environment Studio 1 (DES3070-1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 50 |
| <ul style="list-style-type: none">use elements, principles and processes of design to deal with identified human and/or environmental needs within design solutions | <ul style="list-style-type: none">selection and effective use of elements and principles of design in project work. <p><i>Assessment Tool</i> <i>Authorized resources for explanation and examples of elements and principles of design</i> <i>Project Assessment: Living Environment Studio 1 (DES3070-1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 10 |

MODULE DES3070: LIVING ENVIRONMENT STUDIO 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
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| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe how human and environmental requirements affect design • 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"> • presentation of ideas on the relationship of human and environmental needs and design through writing and/or through discourse during the presentation/critique. <p><i>Assessment Tool</i> <i>Presentations/Reports: Living Environment Studio (Advanced) (DESPRE-3D)</i></p> <p><i>Standard</i> <i>Performance rating of 3 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"> – how human and environmental needs have been addressed through the designed solution – the judgements made during the designing process, – why these were made – the effect they had in shaping the final result. <p><i>Assessment Tool</i> <i>Presentations/Reports: Living Environment Studio (Advanced) (DESPRE-3D)</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 DES3070: LIVING ENVIRONMENT STUDIO 1 (continued)

| Concept | Specific Learner Expectations | Notes |
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| Skills Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how the environment has a direct impact in design; e.g., extreme climates, delicate environments, toxic environments • present at least three examples of the impact of a living environment on human beings; e.g., the impact of different parts of the school on what people are able to do, different behavioural responses to the atmosphere of a fast food restaurant and a formal dining restaurant, the effect of different types of furniture on a person's activity level • provide at least three examples of how human factors (e.g., physical, mental, ethical, culture) can affect architectural, environmental or interior design (e.g., size of doorways, temperature controls, colour selections • describe the responsibility design has toward the human and natural environment. | <p>Many designs meet specific environmental needs. For example, the needs of people (e.g., food, shelter, clothing, association) are fairly constant but how they are met in a house, shopping mall, park, desert, space or under the ocean are quite different. Students must recognize these differences and design for them.</p> |
| Elements and Principles | <ul style="list-style-type: none"> • identify and use the elements and principles of design, and processes associated with design, as they apply to projects in interior, architectural and/or environmental design. | |

MODULE DES3070: LIVING ENVIRONMENT STUDIO 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Applied Problem Solving</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • present the results of an evaluation and user survey of human environmental needs with respect to specific projects in interior, architectural and/or environmental design • analyze at least two different design problems; e.g., an entrance to a building such as a museum, interpretive centre, or drop-in centre for seniors, a playground within a public park • identify each problem, write a project brief and structure a plan for resolution • select and use appropriate tools and materials as outlined in the project brief. | <p>The interrelated aspect of the Living Environment modules and their close relationship to other design areas should be stressed. Students should be aware that at this advanced level idea development and presentation, collaborative work and directed individual study are crucial to the design process. These are also good modules for related field trips, and the development of contacts with professionals, manufacturers and suppliers.</p> <p>Form, materials and production processes may be considered at this stage though not necessarily resolved.</p> <p>See notes from 2-D Design Studio and 3-D Design Studio modules.</p> |
| <p>Presentation, Design Journal and Portfolio</p> | <ul style="list-style-type: none"> • see Specific Learner Expectations for 2-D Design Studio 1 | <p>See notes from 2-D Design Studio and 3-D Design Studio modules.</p> |