

## MODULE DES3080: LIVING ENVIRONMENT STUDIO 2

**Level:** Advanced

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

**Prerequisite:** None

**Module Description:** Students learn to consider form and space when developing specific architectural, environmental or interior design solutions specific to human and/or environmental needs. They assess solutions on the basis of functional and aesthetic considerations and appropriateness within the human environment. Materials and production processes may be considered at this stage though not necessarily resolved. When designing at the micro level, students consider the ergonomic aspects of design.

**Module Parameters:** Specialized facilities or equipment depend on the approach taken to the module. Sketching, drawing and modelling tools and equipment and access to a computer.

**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:** DES3070 Living Environment 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"><li>produce advanced level designed solutions for problems in one or more living environment themes: architectural design, environmental design, interior design</li><li>apply elements and principles of design; e.g., space, form and ergonomics within architectural, environmental, and/or interior design</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 advanced level Living Environment project brief.</li></ul> <p><i>Assessment Tool</i> <i>Project Assessment: Living Environment Studio 2 (DES3080-1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <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 principle of design</i> <i>Project Assessment: Living Environment Studio 2 (DES3080-1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	<p>50</p> <p>10</p>

**MODULE DES3080: LIVING ENVIRONMENT 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"> <li>• make rational judgments with respect to aesthetic quality in architectural, environmental or interior design</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 of judgements made during designing with respect to aesthetic quality of the designed solution, brought forth within the presentation/critique.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: Living Environment Studio 2 (DES3080-1)</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 design brief, and the student's discourse regarding:               <ul style="list-style-type: none"> <li>– how human and environmental needs have been addressed through the designed solution</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: 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"> <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>20</p> <p>20</p> <p>Integrated throughout</p>

**MODULE DES3080: LIVING ENVIRONMENT STUDIO 2** (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe how form and space are used in the context of architectural, environmental and interior design</li> <li>• research and compare the living and working spaces of two communities that differ in some way; e.g., climatically, socioeconomically, culturally</li> <li>• identify one example drawn from architectural, environmental or interior design (e.g., a frame construction house from Canada and a house from Japan) and compare them</li> <li>• describe the responsibility design has toward the human and natural environment.</li> </ul>	<p>Design cuts across our living environments structuring the macro living spaces (e.g., buildings, parks) and the micro living spaces (e.g., rooms, offices). We look for different things from design in each case. In macro space projects, the overall form, aesthetics, structural integrity and function are key components. In micro space projects, we must also consider ergonomic factors.</p>
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> </ul>	
Applied Problem Solving	<ul style="list-style-type: none"> <li>• identify and resolve a design problem in the area(s) of architectural, environmental and/or interior design; e.g., a personal living space, a living space for an extreme environment, a commercial space, a park, a restaurant, a prefabricated living space with components that can be assembled on-location, a survival shelter</li> <li>• identify each problem, write a project brief and structure a plan for resolution</li> <li>• select and use appropriate tools and materials as outlined in the project brief</li> <li>• rationalize decisions made during designing and indicate how these decisions affected the aesthetic quality of the solution.</li> </ul>	<p>See notes from 2-D Design Studio and 3-D Design Studio modules.</p>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> <li>• see Specific Learner Expectations for 2-D Design Studio 1.</li> </ul>	<p>See notes from 2-D Design Studio and 3-D Design Studio modules.</p>

