

MODULE DES3090: LIVING ENVIRONMENT STUDIO 3

Level: Advanced

Theme: Design Skills, Processes and Applications

Prerequisite: None

Module Description: Students develop design solutions specific to architectural, environmental or interior design and learn about using and/or specifying appropriate materials and production processes.

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: 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">use appropriate materials and production processes to resolve set design problems	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">selection and effective use of materials and associated processes in the resolution of a teacher-approved, student-specified advanced level Living Environment design brief. <p><i>Assessment Tool</i> <i>Authorized resources for examples of materials, and processes used to shape and join them</i> <i>Project Assessment: Living Environment Studio 3 (DES3090–1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	40

MODULE DES3090: LIVING ENVIRONMENT STUDIO 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify materials and products used in architectural, environmental, and/or interior design, and give reasons for their use based on their properties • identify and/or specify production processes, and/or methods of manufacturing products common to architectural, environmental, and/or interior design • select, organize and present design projects 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • demonstration of understanding of the relationship of materials and products and their use through writing and/or through discourse during the presentation/critique. <p><i>Assessment Tool</i> <i>Authorized resources for examples of materials</i> <i>Presentations/Reports: Living Environment Studio 3 (DES3090–2)</i></p> <ul style="list-style-type: none"> • justification of the selection/specification of materials and production processes for product manufacturing through writing and/or through discourse during the presentation/critique. <p><i>Assessment Tool</i> <i>Presentations/Reports: Living Environment Studio 3 (DES3090–2)</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 design brief, and the student’s discourse regarding: <ul style="list-style-type: none"> – his or her understanding of the relationship between materials and products and their use – his or her justification for the selection/specification of materials and production processes for product manufacturing. <p><i>Assessment Tool</i> <i>Presentations/Reports: Living Environment Studio 3 (DES3090–2)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	<p>20</p> <p>20</p> <p>20</p>

MODULE DES3090: LIVING ENVIRONMENT STUDIO 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal exploration during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Skills Development</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify materials, production processes and techniques commonly used in construction, fabrication and the finishing of living and working spaces describe the nature of different materials (e.g., woods, metals) and how their use has evolved in design (e.g., structural design, furniture design) describe how traditional materials (e.g., woods) have been replaced by other materials (e.g., plastics) in the living environment identify and rationalize the materials and production processes used a design solution. 	<p>Designers use a variety of materials to create structures, fixtures, furnishing, etc. As new materials become available, they are evaluated for their properties, then used where and when appropriate. Often the same material is used for a variety of purposes with new uses evolving as design evolves. Students should recognize and examine how various materials are used and have been used in design. This knowledge will give them a basis for selecting appropriate materials for their own projects.</p>

MODULE DES3090: LIVING ENVIRONMENT STUDIO 3 (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate materials and production processes specific to a project • identify at least two different material and production scenarios specific to the same design project • identify materials and production processes that contribute to the structure and to the durability of a design • show resolution of construction concerns implicit in the requirements of form, space and ergonomics • 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. 	
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • see Specific Learner Expectations for 2-D Design Studio 1 and 3-D Design Studio 3. 	See notes from 2-D Design Studio and 3-D Design Studio modules.