

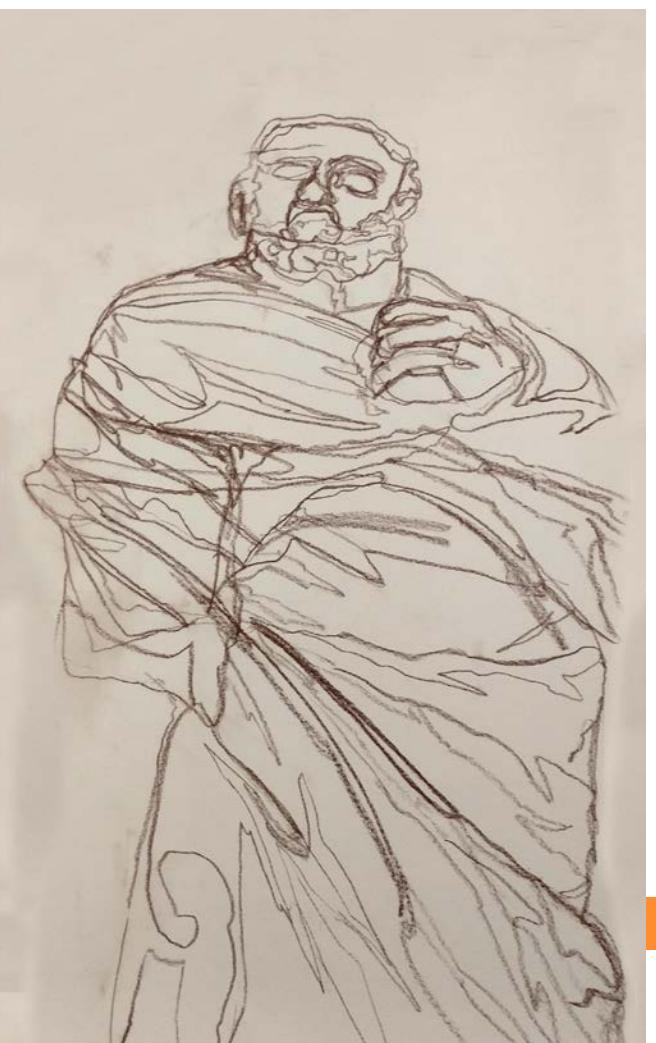
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# Contour Drawing

## Statues

The goal of the project was to familiarize students with the tools they had at their disposal as well as orienting students to draw with their eyes. The statues in the main hall of the College of Fine Arts acted as models.



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# Contour Drawing

## People

Students had to draw models in dynamic poses through contour drawing. Students were more forced to use more gestural movements as they were on a time limit.

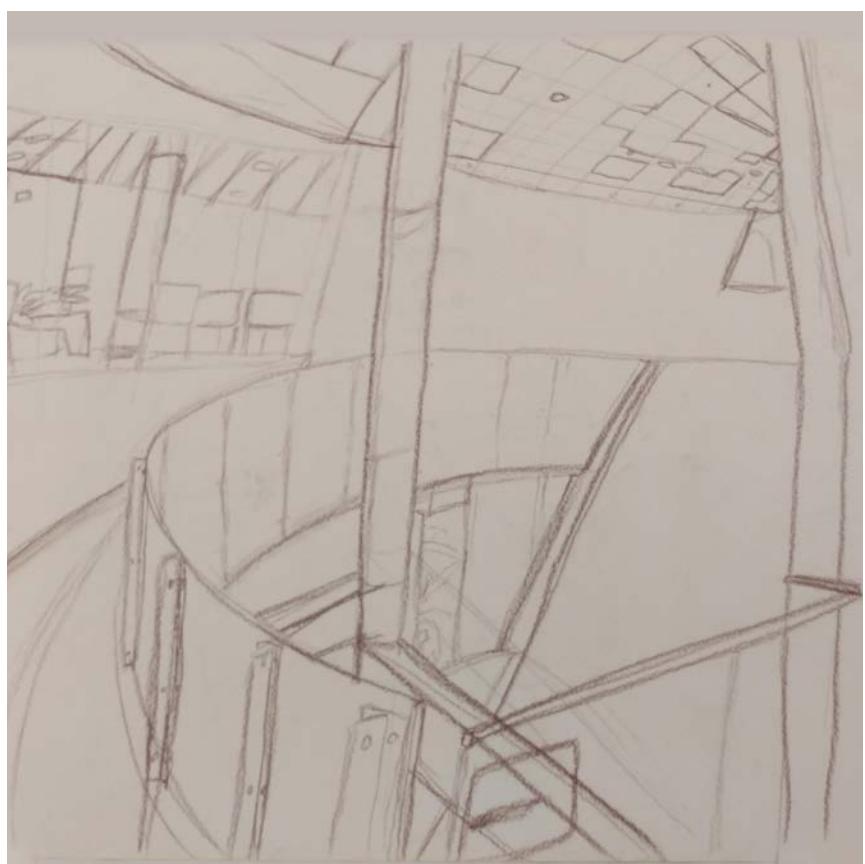


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# Contour Drawing

## Landscapes

This series of exercises developed drawing skills of students as they drew landscapes containing a clear foreground, midground, and background element. Students had to find some of these themselves and others were provided.

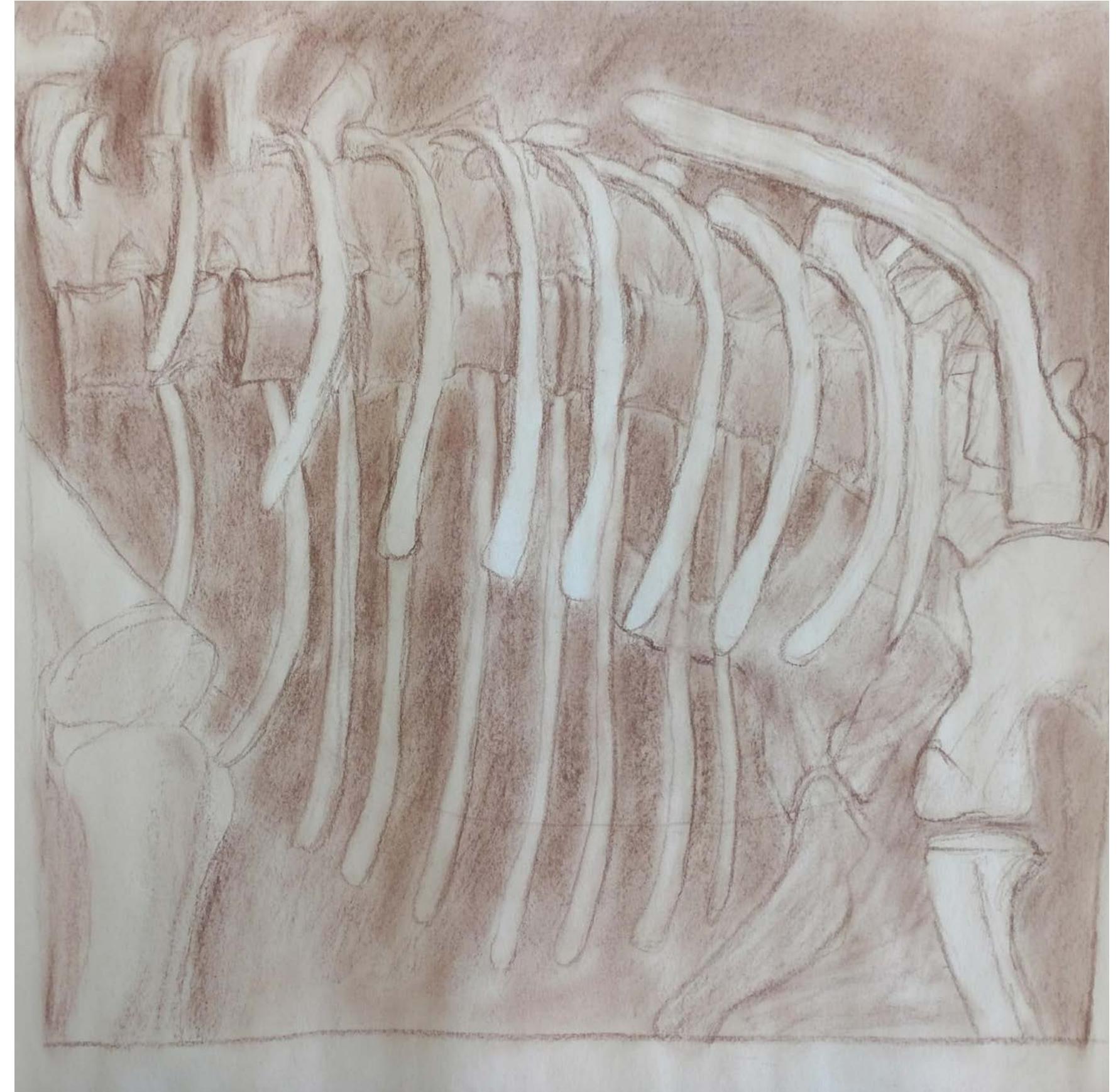


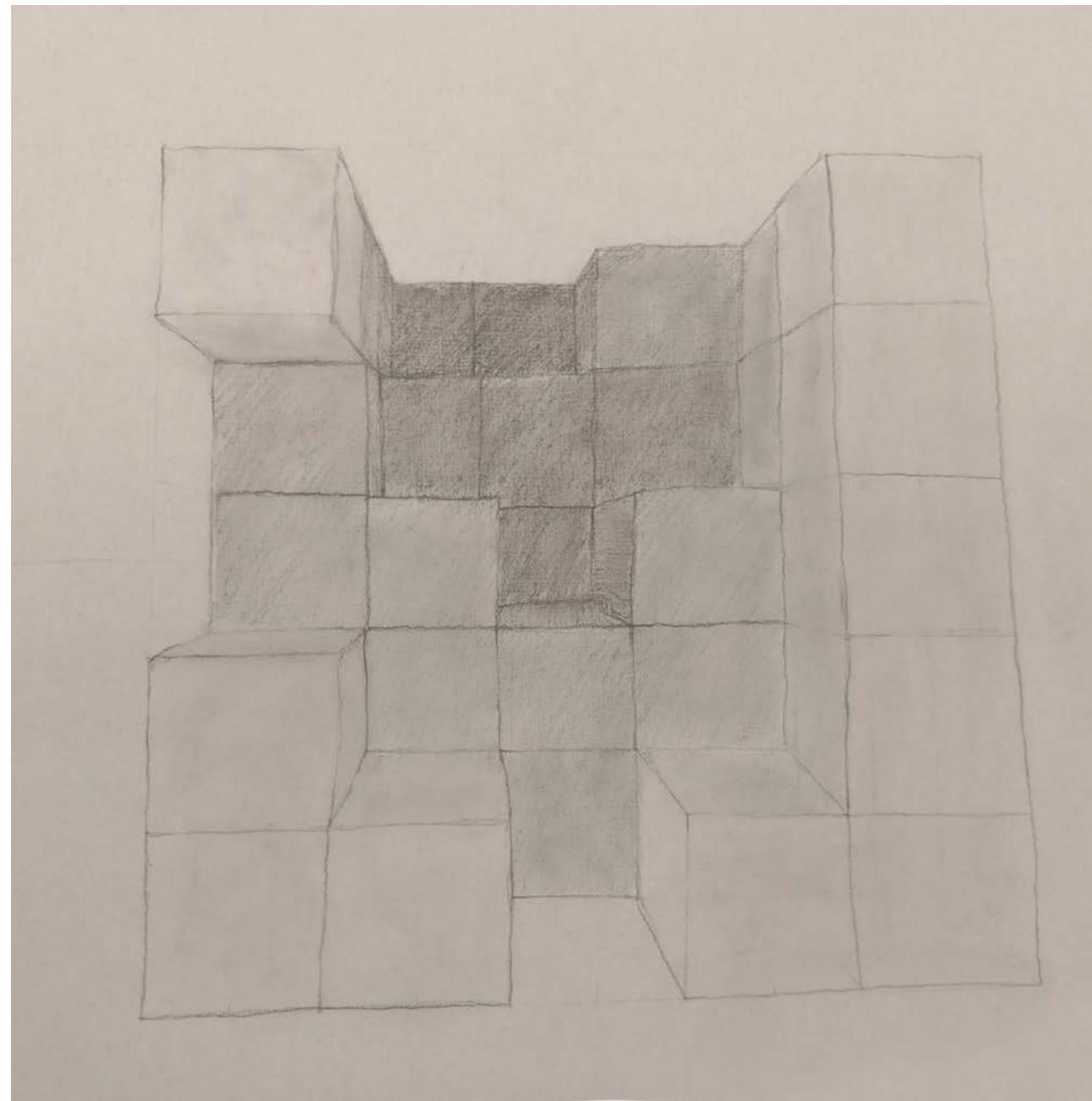
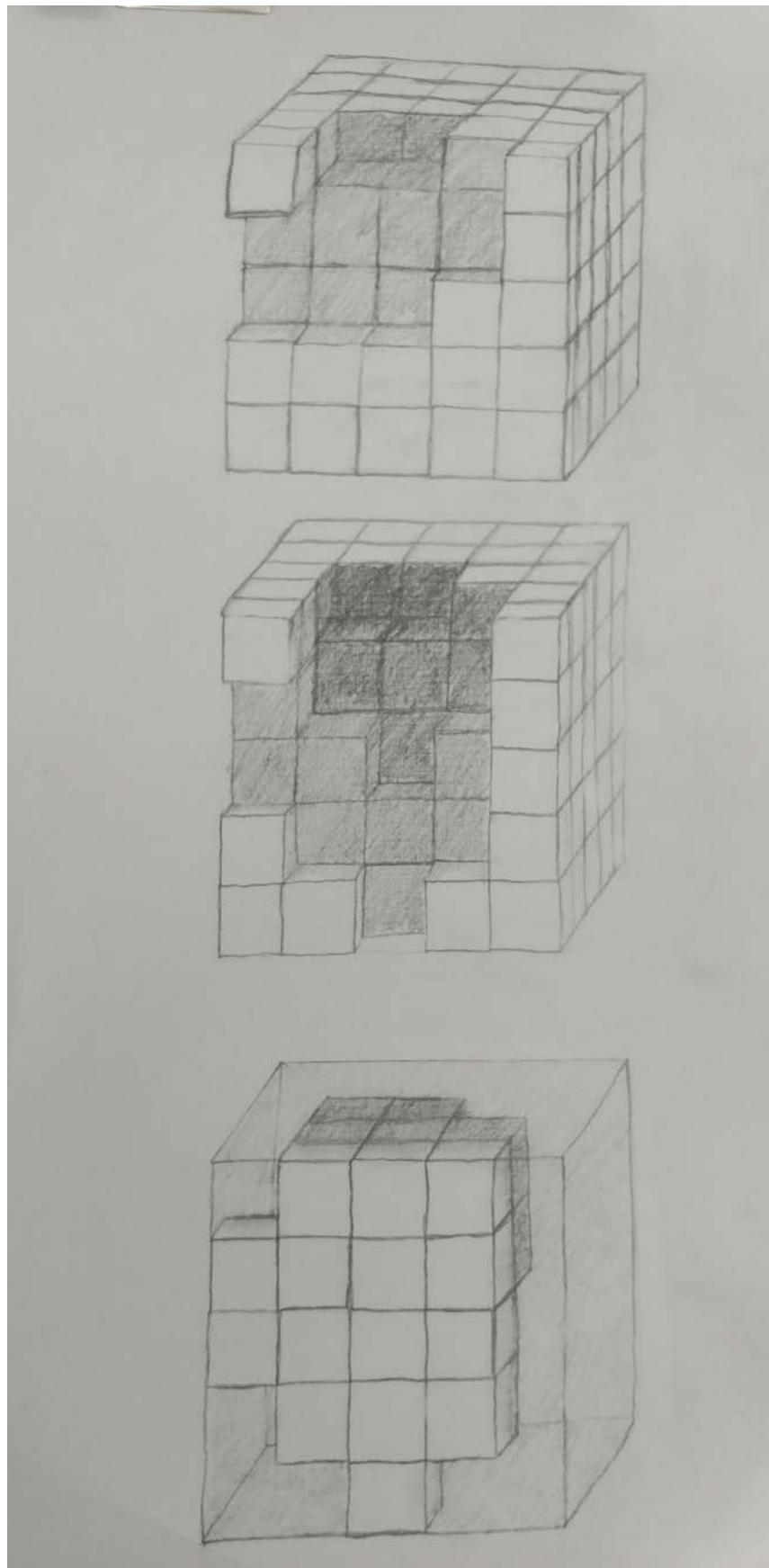


# Space & Depth

## Spatial Drawings

Students developed their abilities to think about void as an object by drawing the space occupied by a bicycle and inside the ribcage of a dinosaur.





## Space & Depth

### Eroded Cube

Students were given a 5x5x5 cube and assigned to erode blocks from it, representing the initial erosion, additional erosion, and the eroded space of the cube. Students then had to draw the final cube in perspective. These drawings had to be rendered in a way that represented the depth of the space.

# Space & Depth

## Plan and Section

Students were assigned a space to draw in both section and plan. This assignment required critically evaluating the space and relating perspective view to a two-dimensional view. The poche was indicated in white, and depth had to be represented by shading. The pictured space is the entry space of Baker Hall.





## Space & Depth

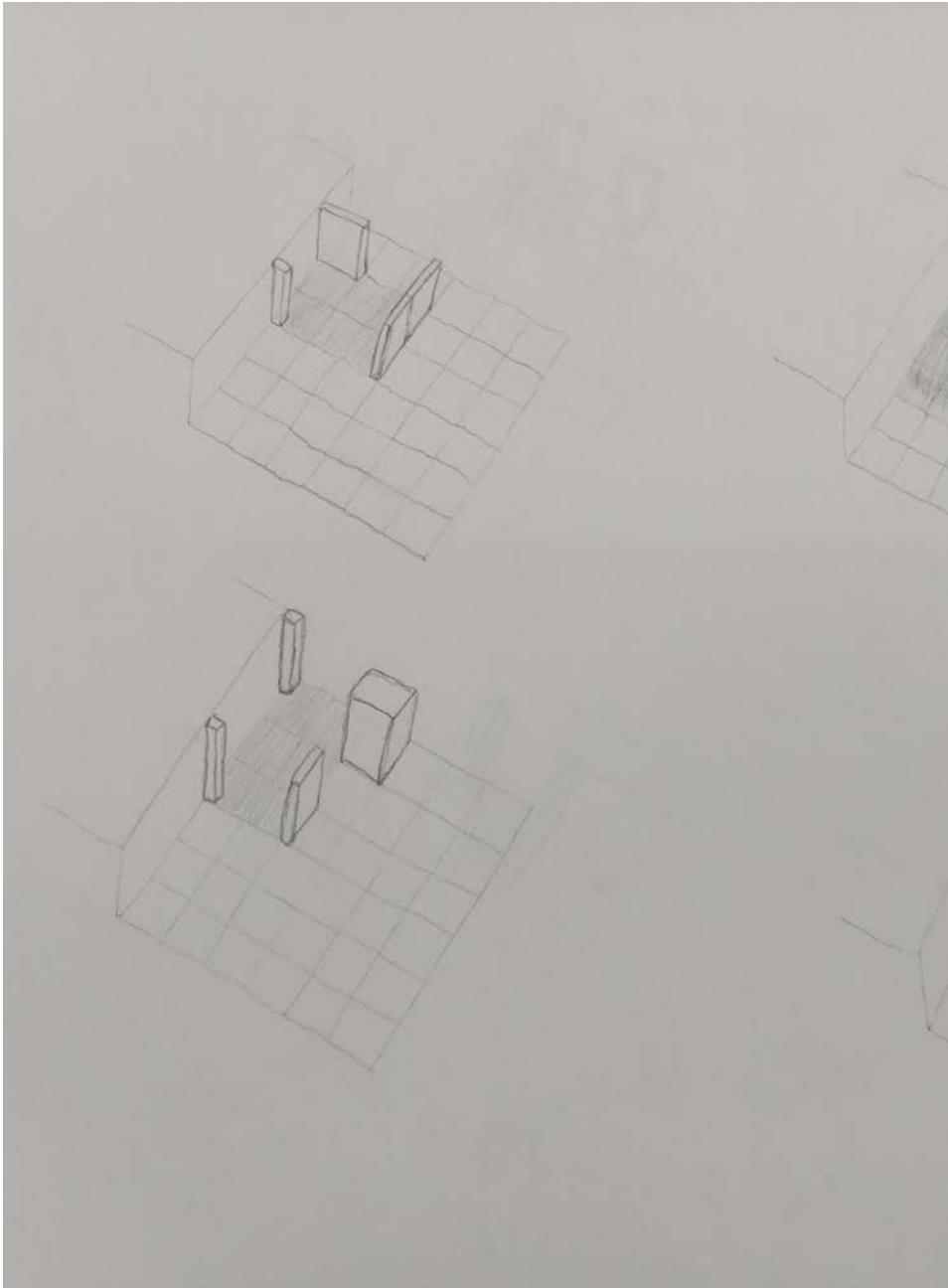
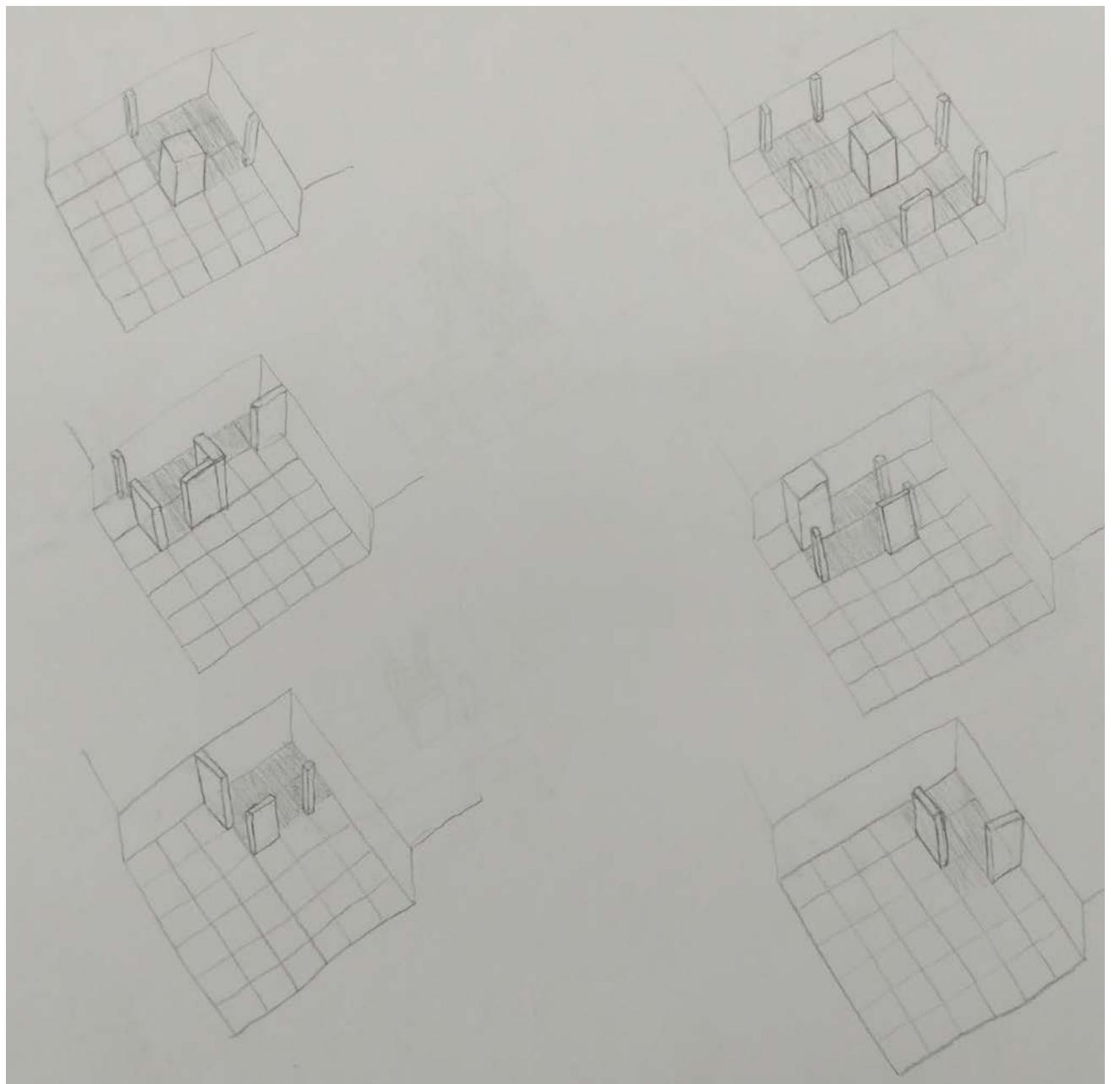
### Alcoves

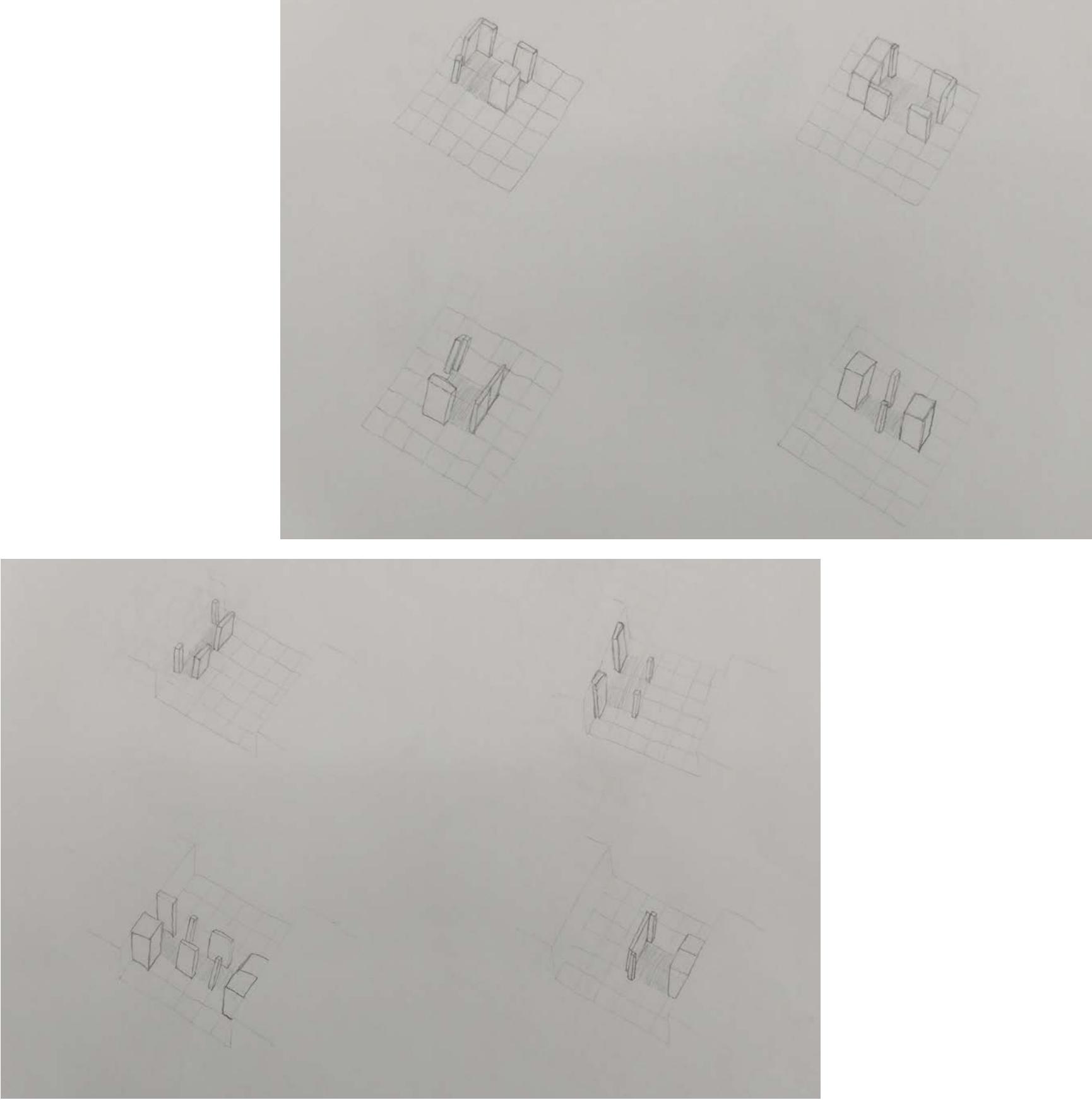
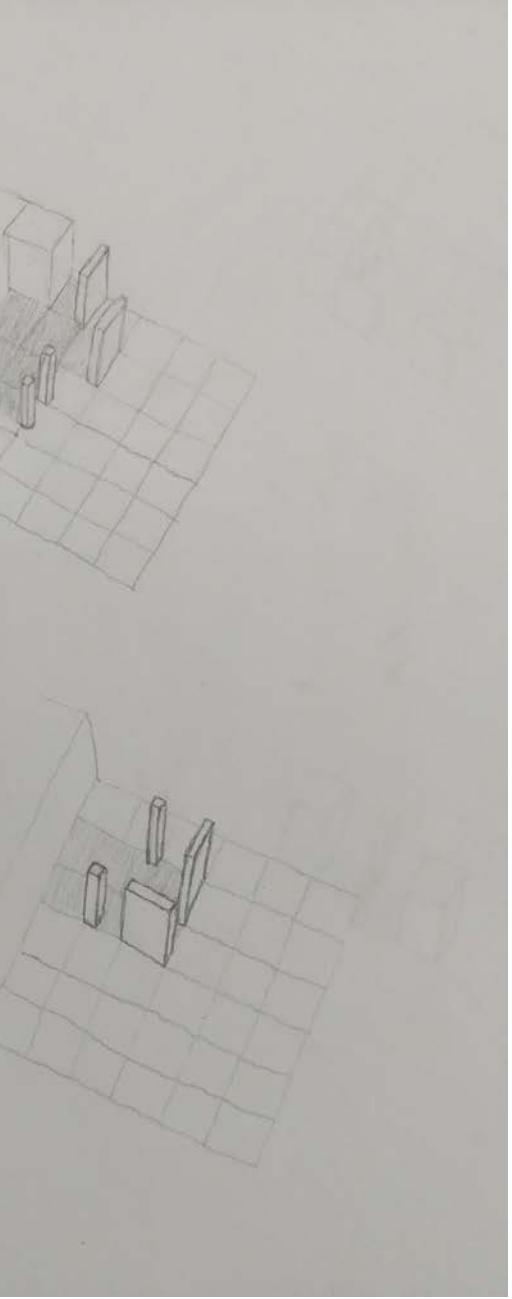
Students were assigned to find three spatially compelling structures and render them, representing depth with shading. The pictured spaces are the entryway to the Dean's Office in the College of Fine Arts, one of the College of Fine Arts alcoves, and a staircase in the College of Fine Arts.

# Space & Depth

## Blocks and Space

Students were given various spatial conditions like a corner space, an end-lot space, and an open space. They were also given blocks of varying dimensions and tasked to create compelling and clear spaces. This assignment strengthened student's understanding of spacemaking.



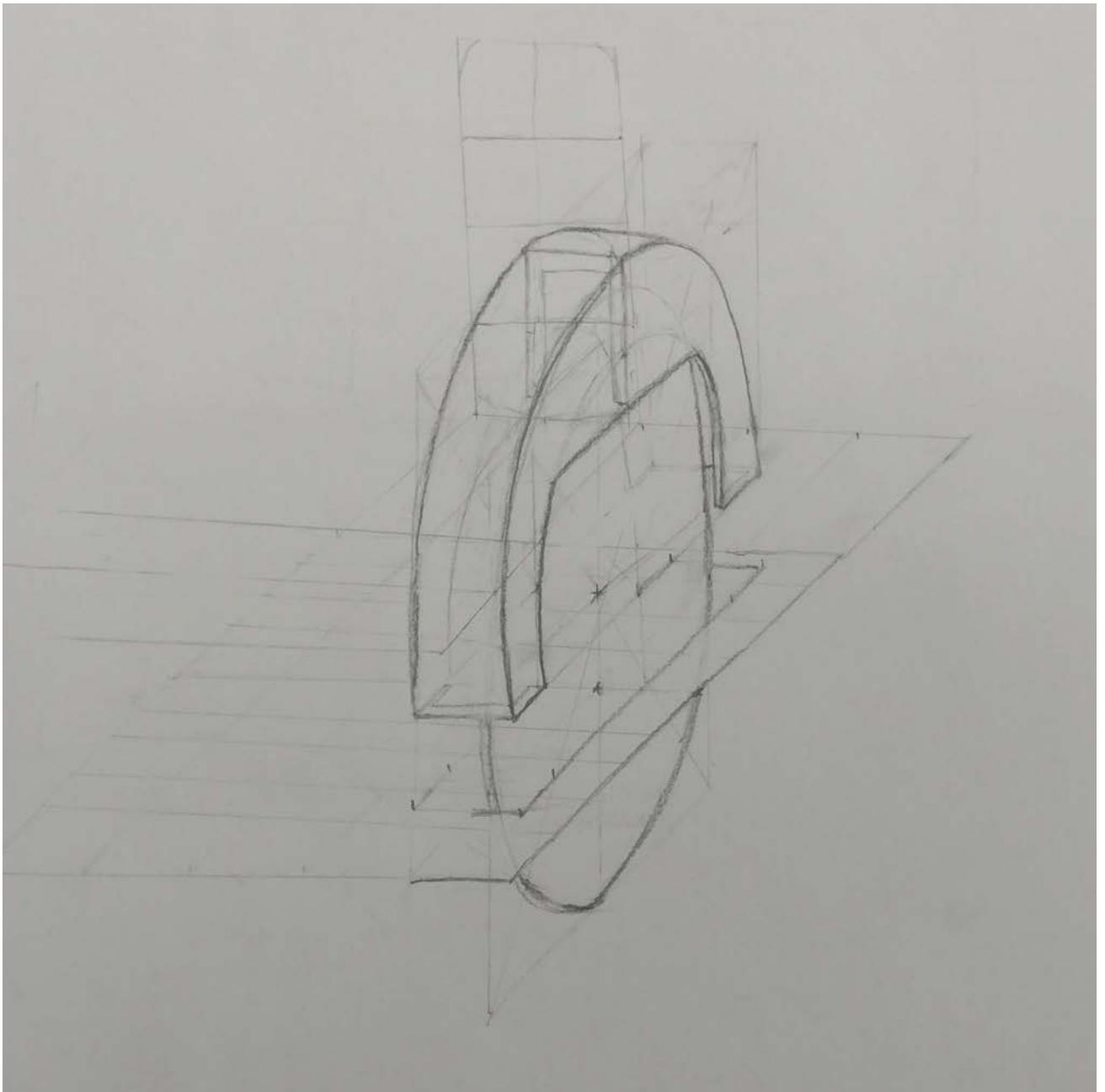


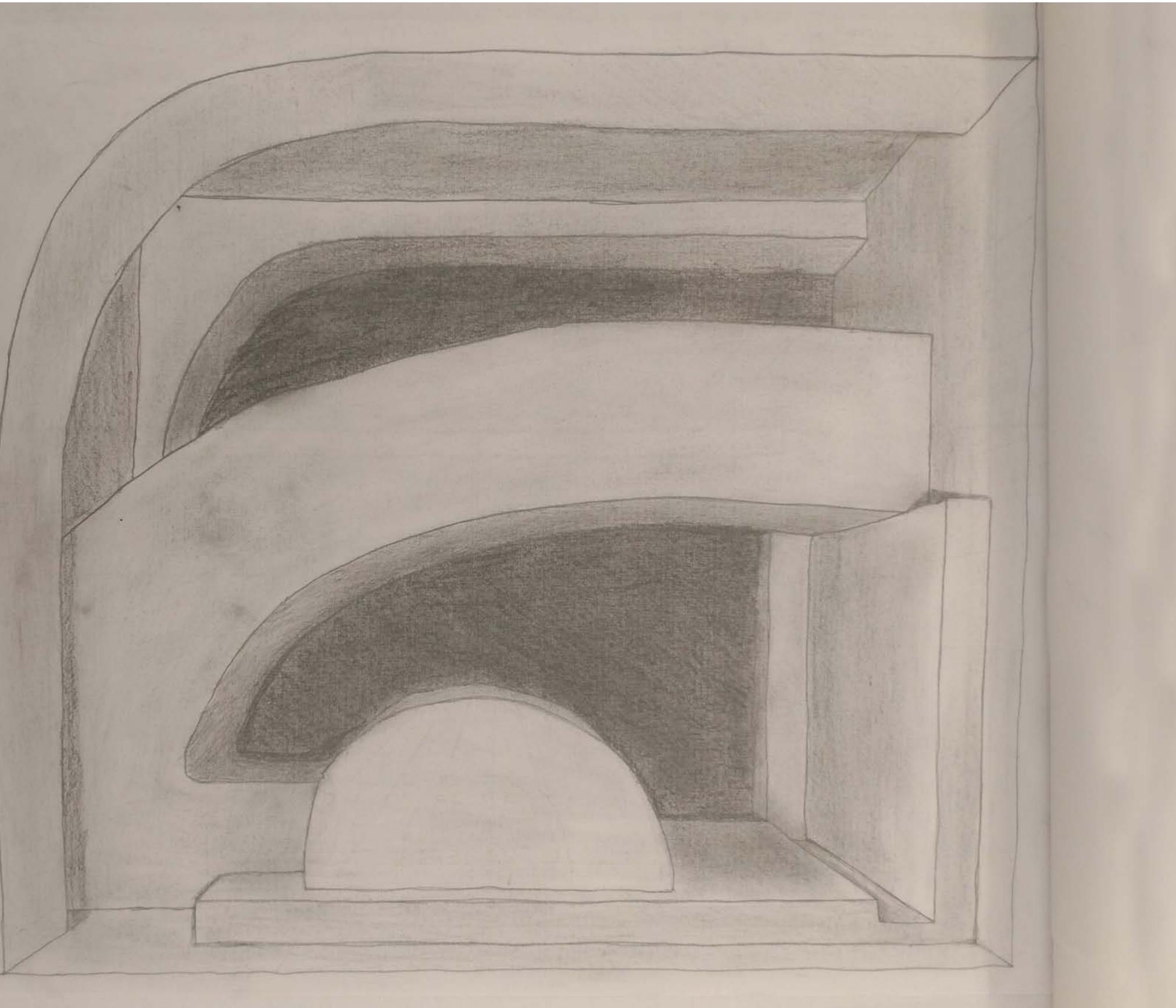
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# Saw

## Oblique Projection

This assignment introduced students to representing complex three-dimensional objects at a scale by having them draw an electric circular handsaw. Students had to set up intersecting grid systems and project points using them.





## Saw

### Abstraction

This assignment had students project various shapes from the saw, which they had familiarized themselves with. The abstraction call for creatively recognising and arranging both spatial and geometric ideas from the circular saw.

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# Digital Media

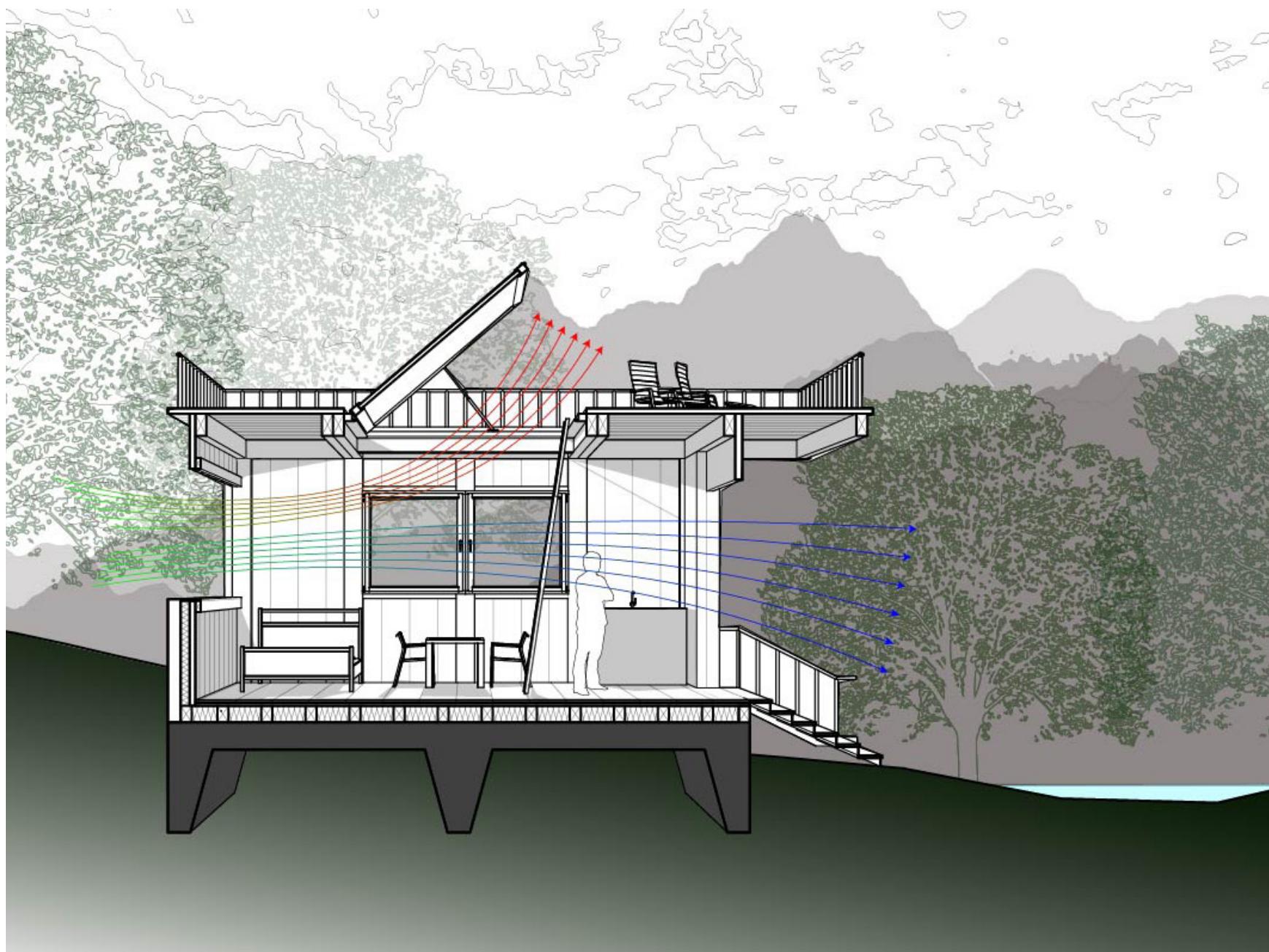
## Redesigning Donner

This assignment served as the introduction to Adobe Photoshop. Students had to take an existing image of Donner and manipulate the exterior facade and structural properties by adding or manipulating textures, as well as importing hand-drawn elements into Photoshop. Students also had to add scale figures, and could manipulate the site.



# Digital Media

## Cabin



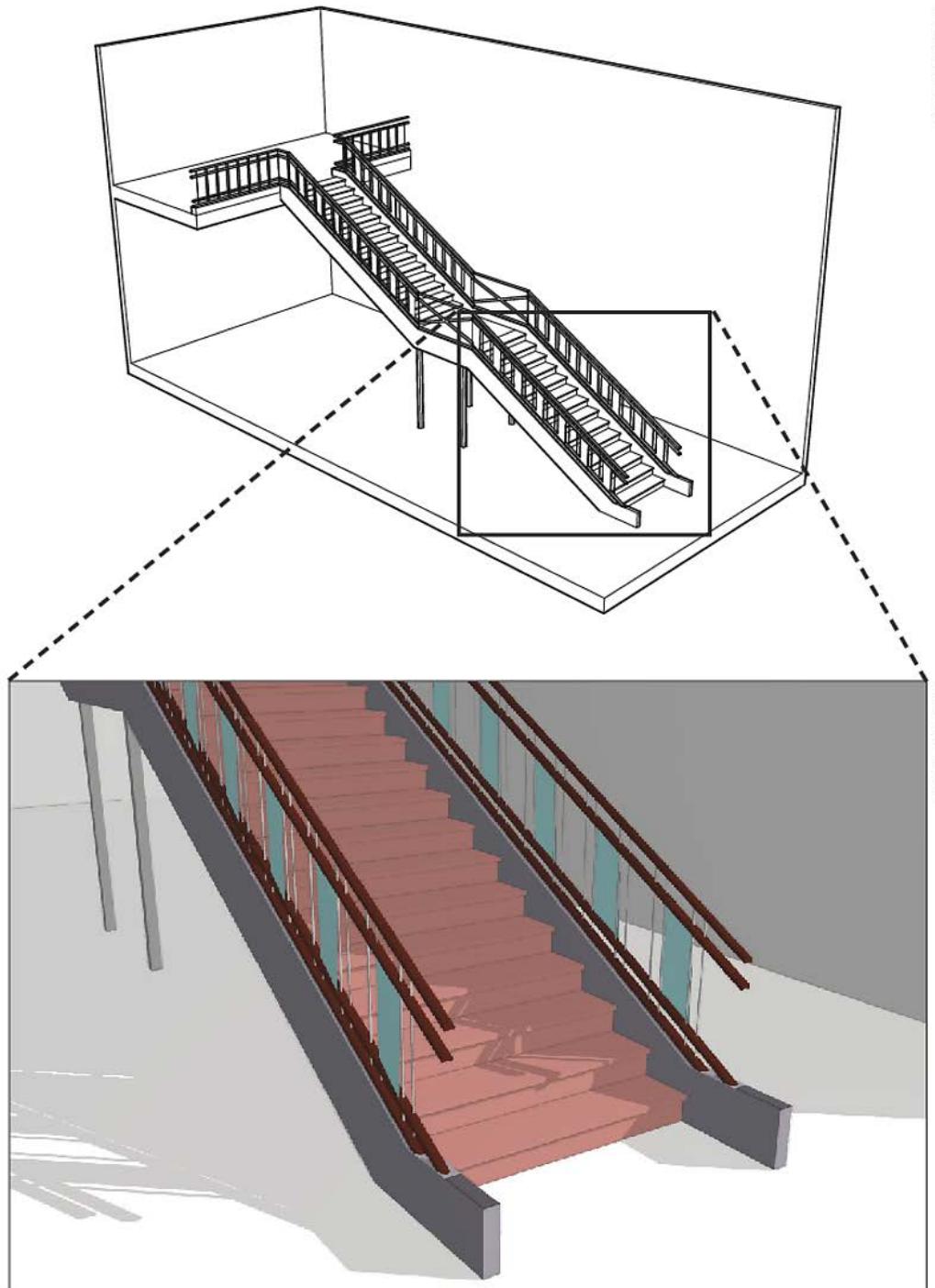
This assignment introduced students to Adobe InDesign and vector images. They were given a relatively plain vector image of a cabin, and students had to add shading, a background, coloration, and trees. Another important aspect was adding in lines to diagram the airflow through the cabin.

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# Digital Media

## Stair Railing

This assignment served as an introduction to Rhinoceros 5 and modeling. Students were given a stair and landing and allowed free reign to modify the risers and railing. Students then exported the design as a vector image and added a rendered raster detail view.

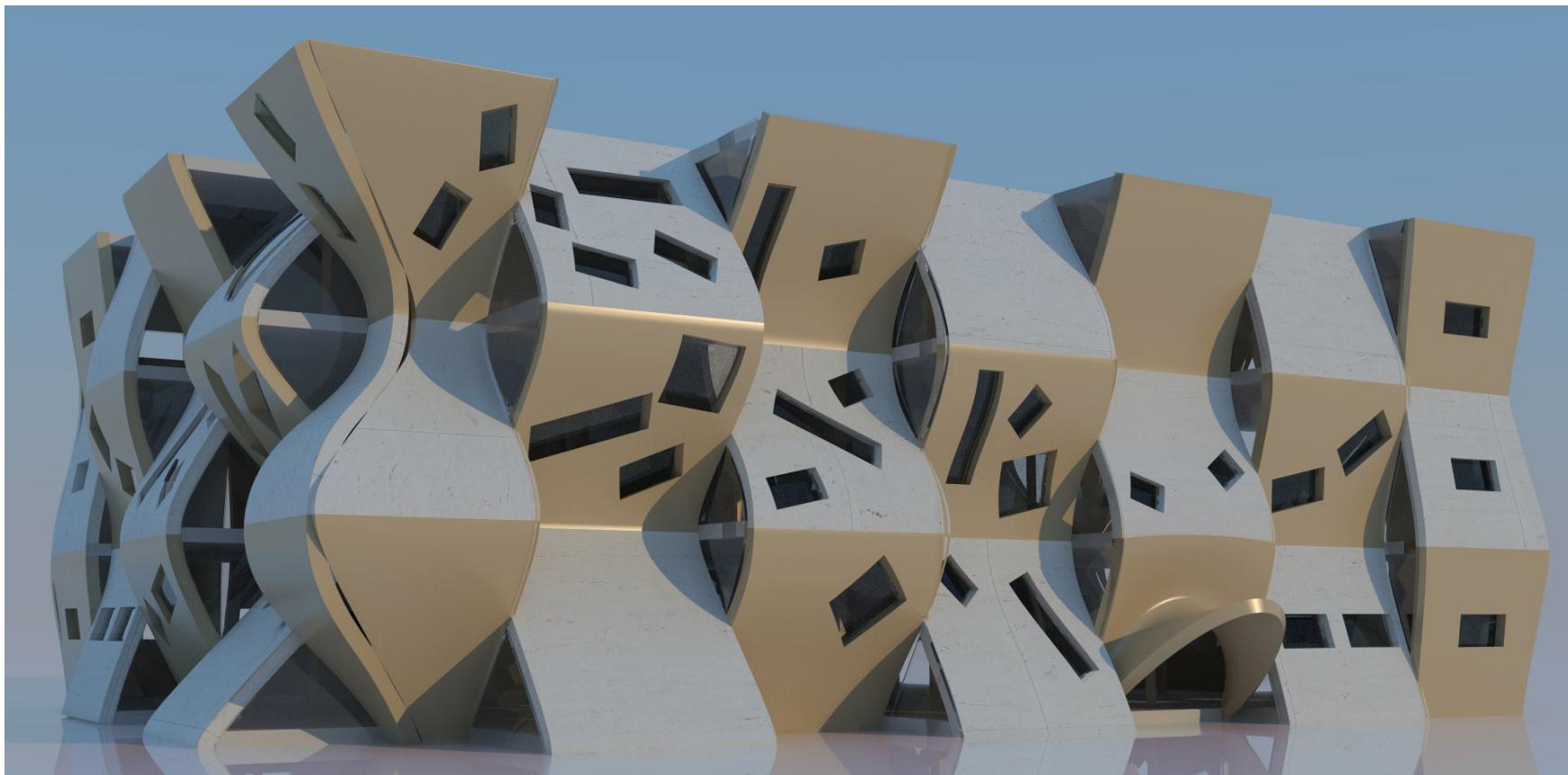


Carnegie Mellon University

ASSIGNMENT 7: RHINO II & INDESIGN  
48120 F16 ANALOG & DIGITAL MEDIA

KEVIN THIES

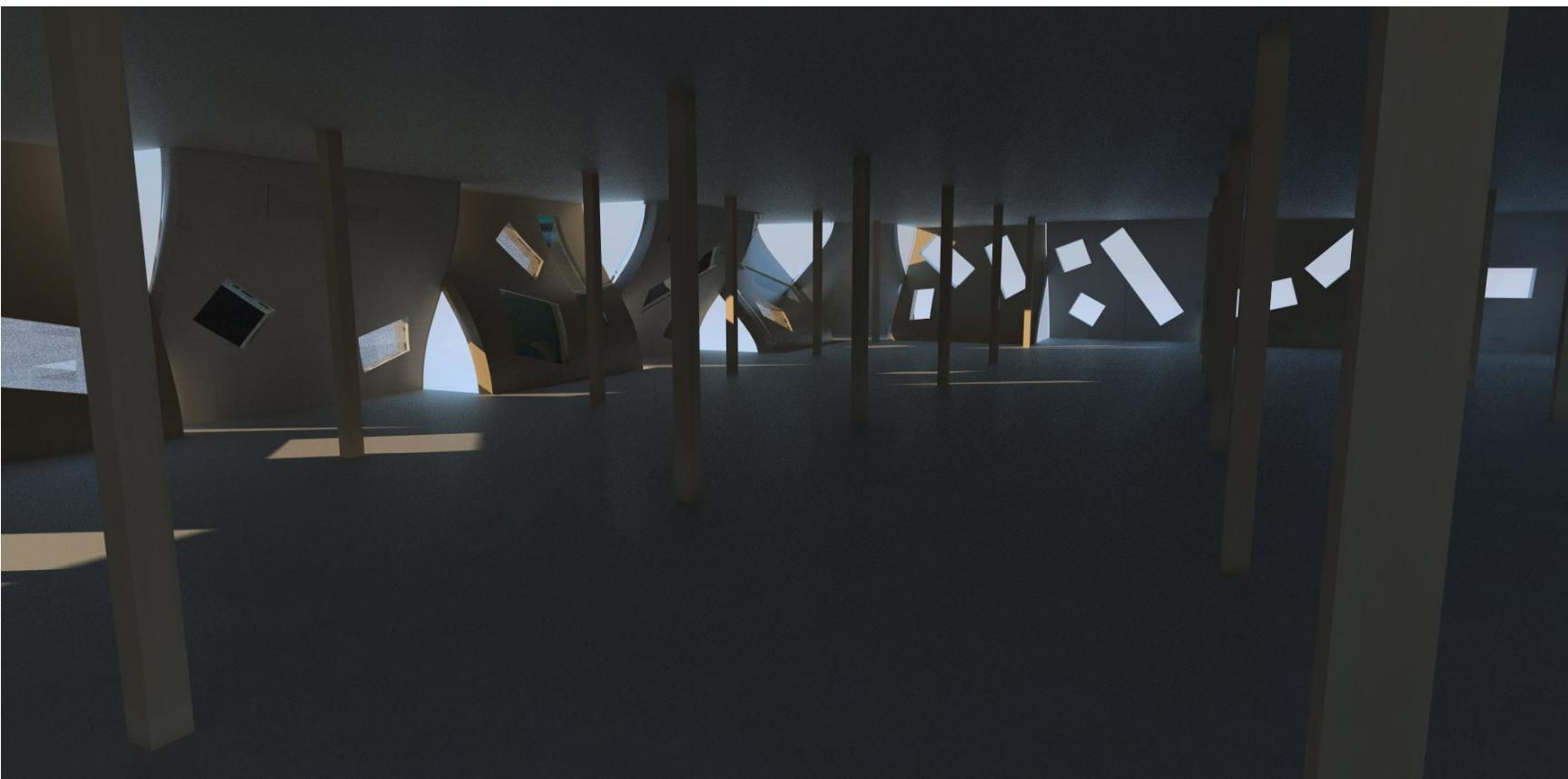
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## Digital Media

Domino House

This assignment introduced students to realistic rendering utilizing the V-Ray plugin for Rhinoceros 5. Students designed the facade of a building when given the floor plates and supports. Renders of the interior and exterior had to be compelling and well-framed.



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# Digital Media Collage

Students were given a base Rhino model and tasked with fitting it into a landscape in a compelling manner and including scale figures. The resulting image had to ideally be as photorealistic as possible, so students had to consider lighting conditions and other natural factors when placing and editing the model.



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# Digital Media

## Montage

Students were assigned to create a provocative and compelling montage utilizing mixed media from their Precedent Study assignment, specifically their drafts and their model.



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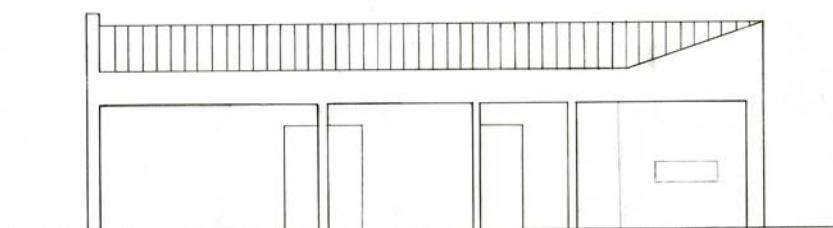
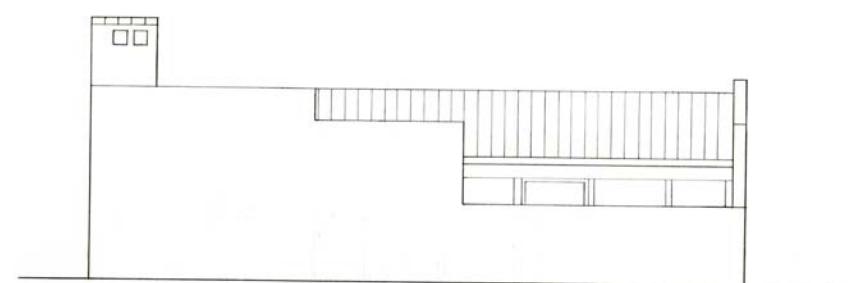
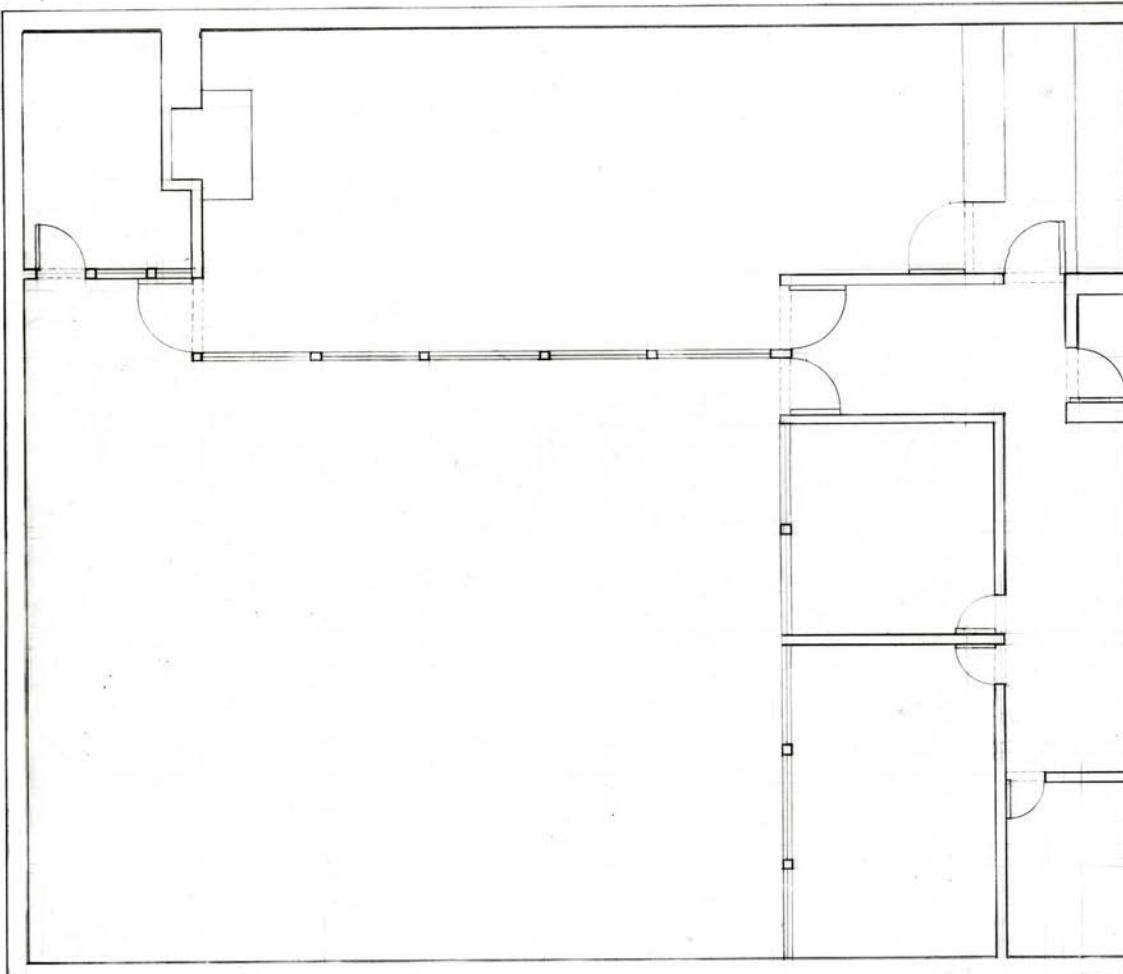


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# Precedent Study

## Drafts

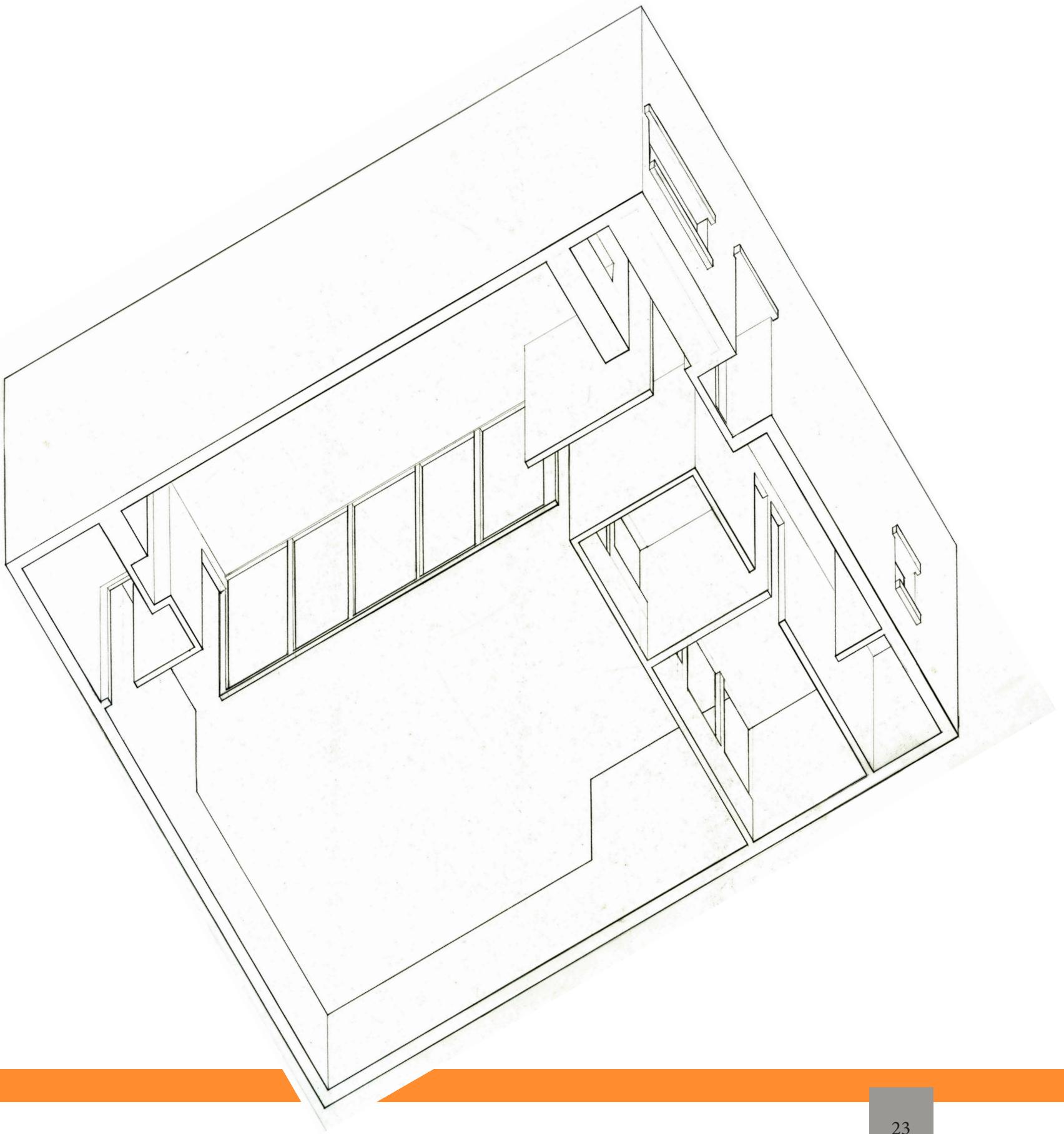
Throughout the semester, students studied an outstanding building in groups of three. With their understanding of the building, they had to draft a plan, section, and elevation of their building on velum. The pictured building is one of the Fredensborg Houses, by architect Jørn Utzon.



# Precedent Study

## Paraline

After drafting the basics, students were tasked with drafting a paraline drawing representing their building. I chose to go with a worm's eye view to see into the smaller rooms while retaining the views of the ceiling.



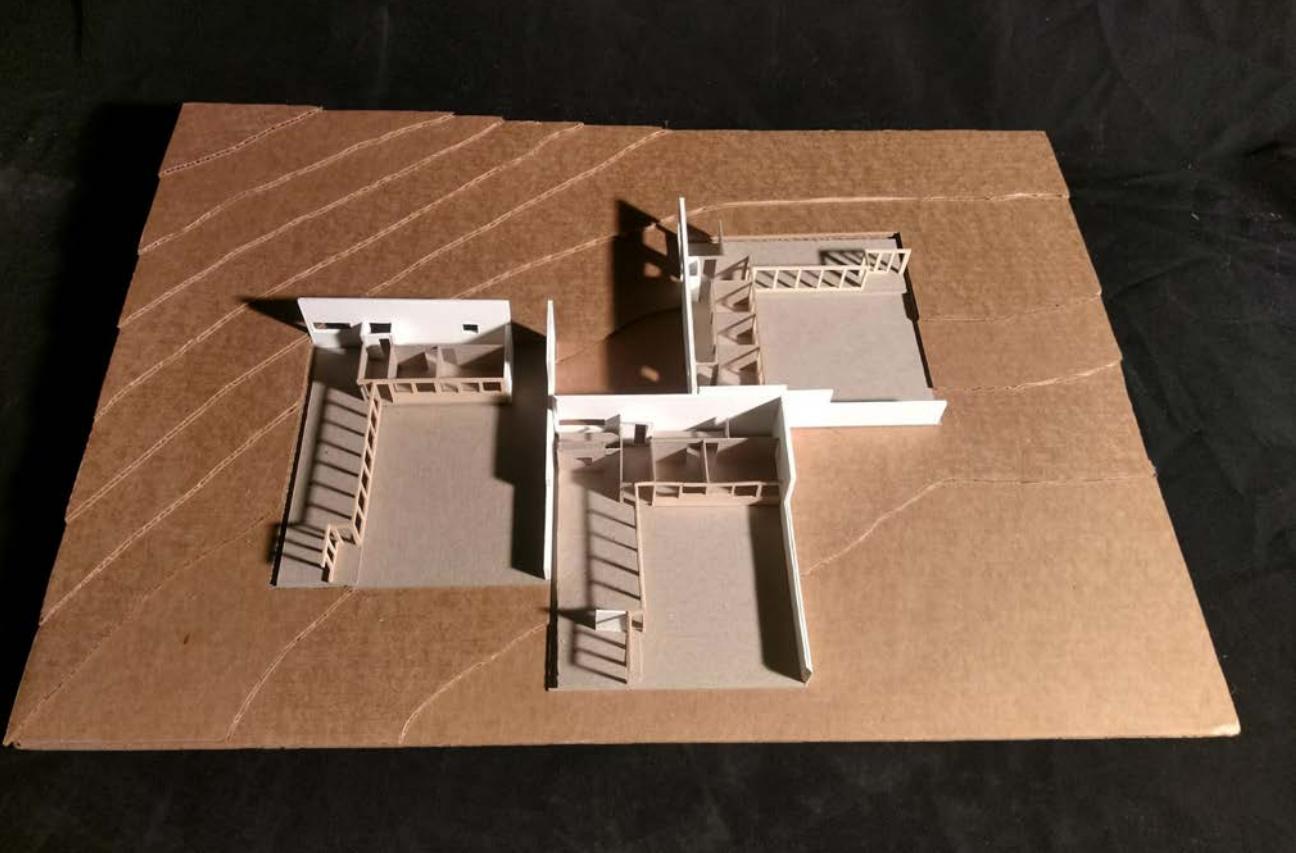
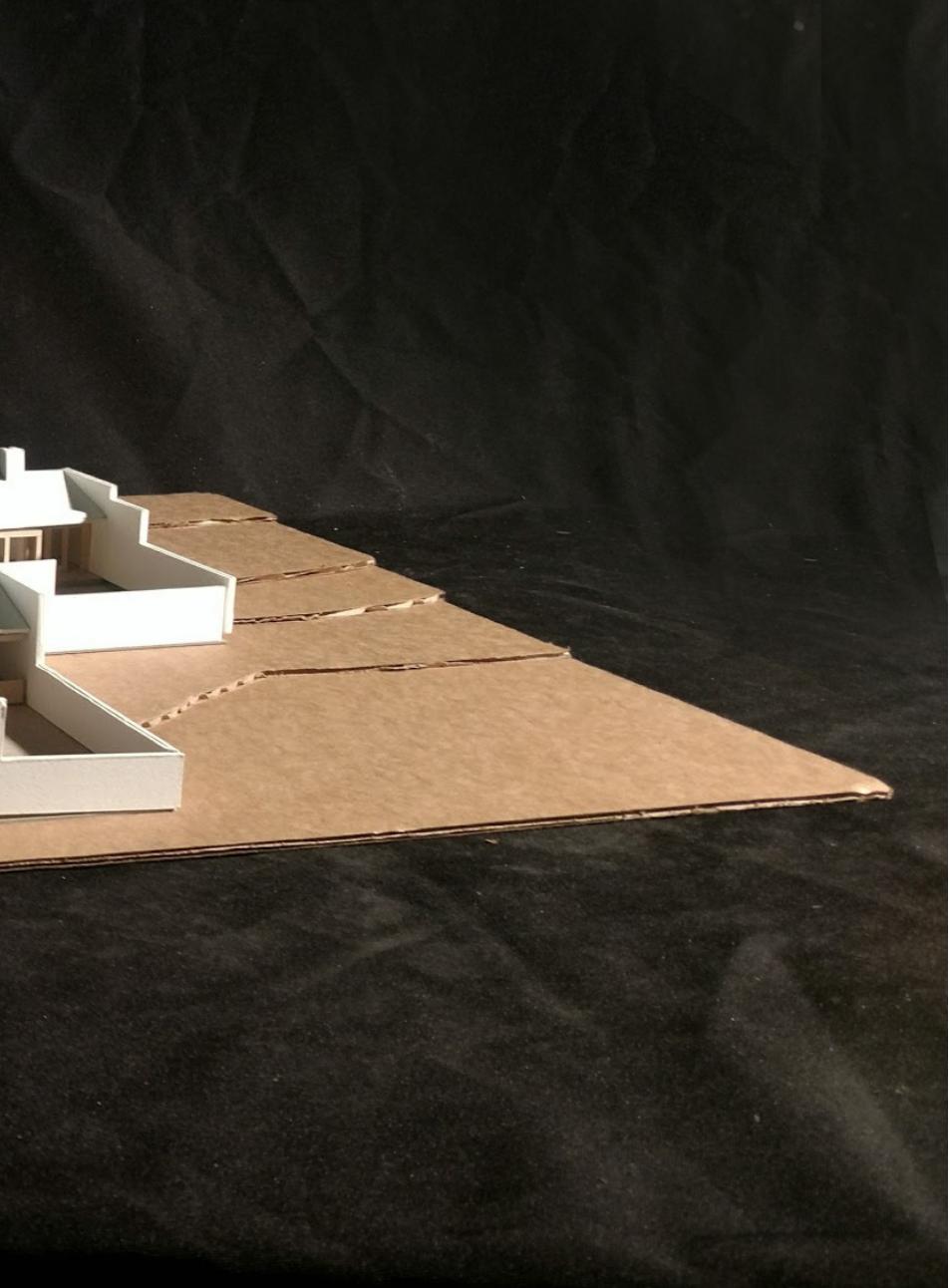
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# Precedent Study

## Model

As a final project involving the Precedent Studies, students were tasked with building models out of cardboard, basswood, and museum board. They were to be built at the most fitting scale. As the Fredensborg Houses are a housing development, we built three houses to represent how they fit in the site.





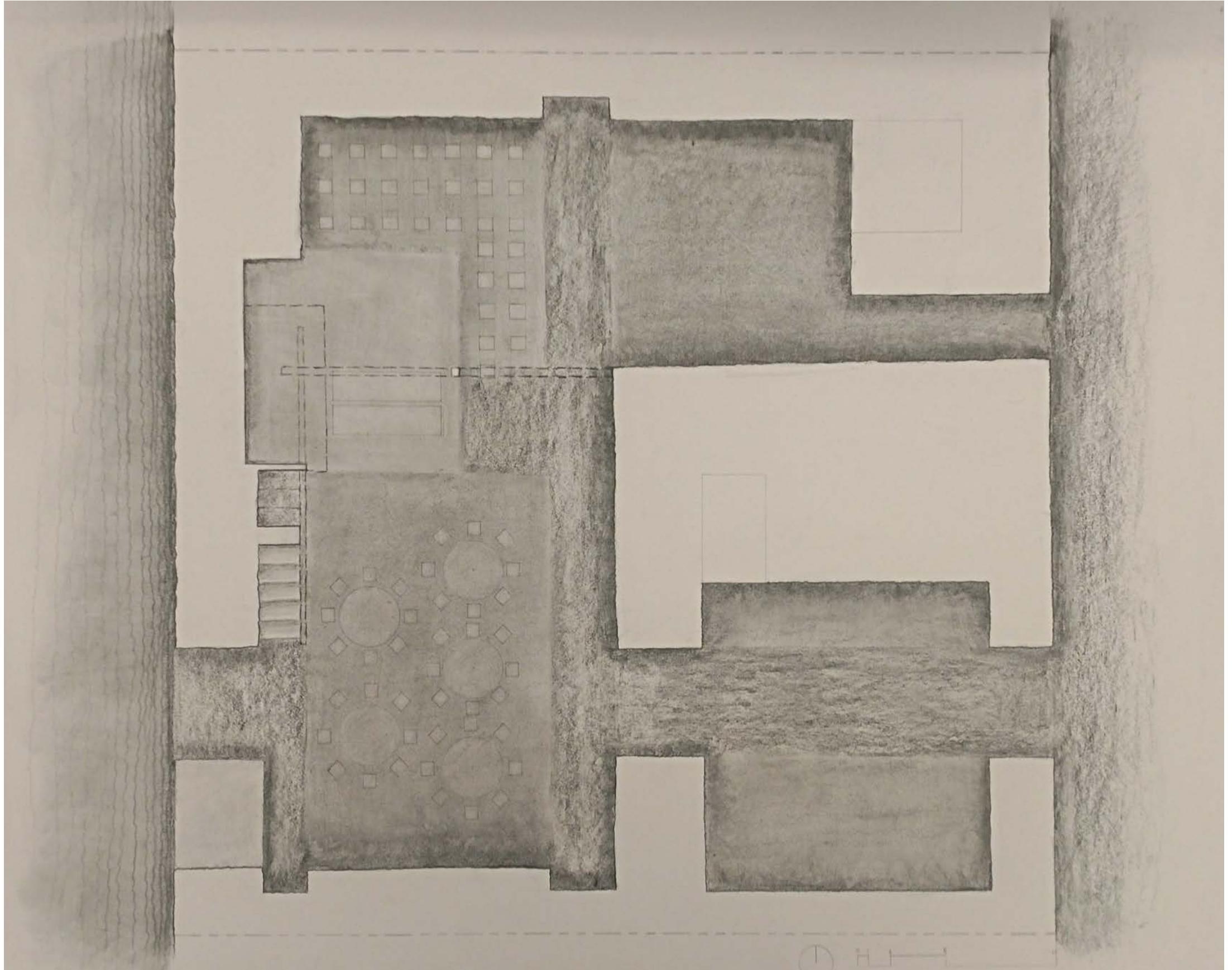
IN COLLABORATION WITH  
Curran Zhang, Crystal Xue

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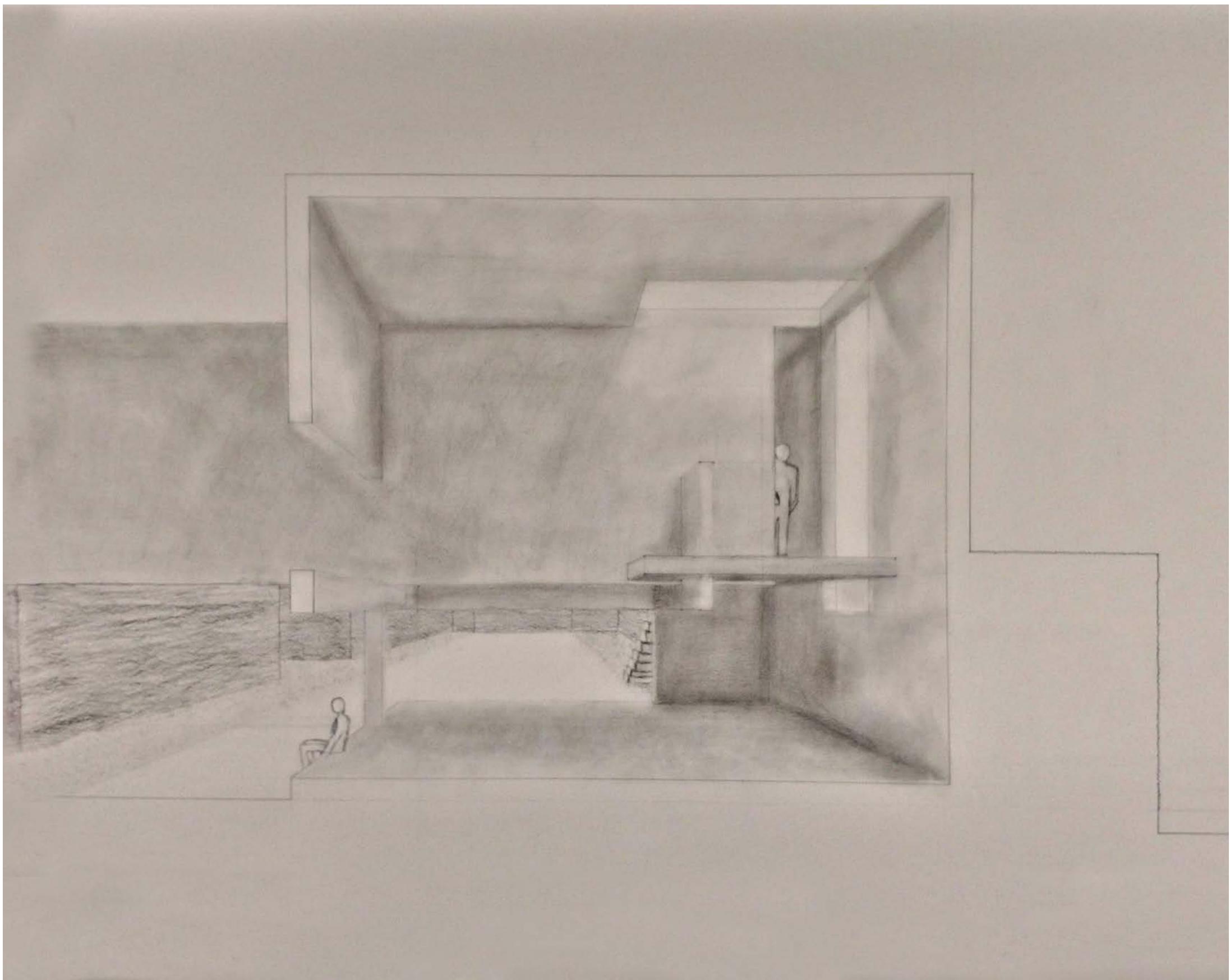
# Cube Pavillion

## Plan

As part of the Wedding Pavillion design project, students had to represent their final design plan and the surrounding site. Representations of the lake on the West and the road on the East are paired with the context and extended hedge to show how the project would interact with the site. Additionally, this piece has the 1/4"=1' scale and compass on it.



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## Cube Pavillion Sectional Perspective

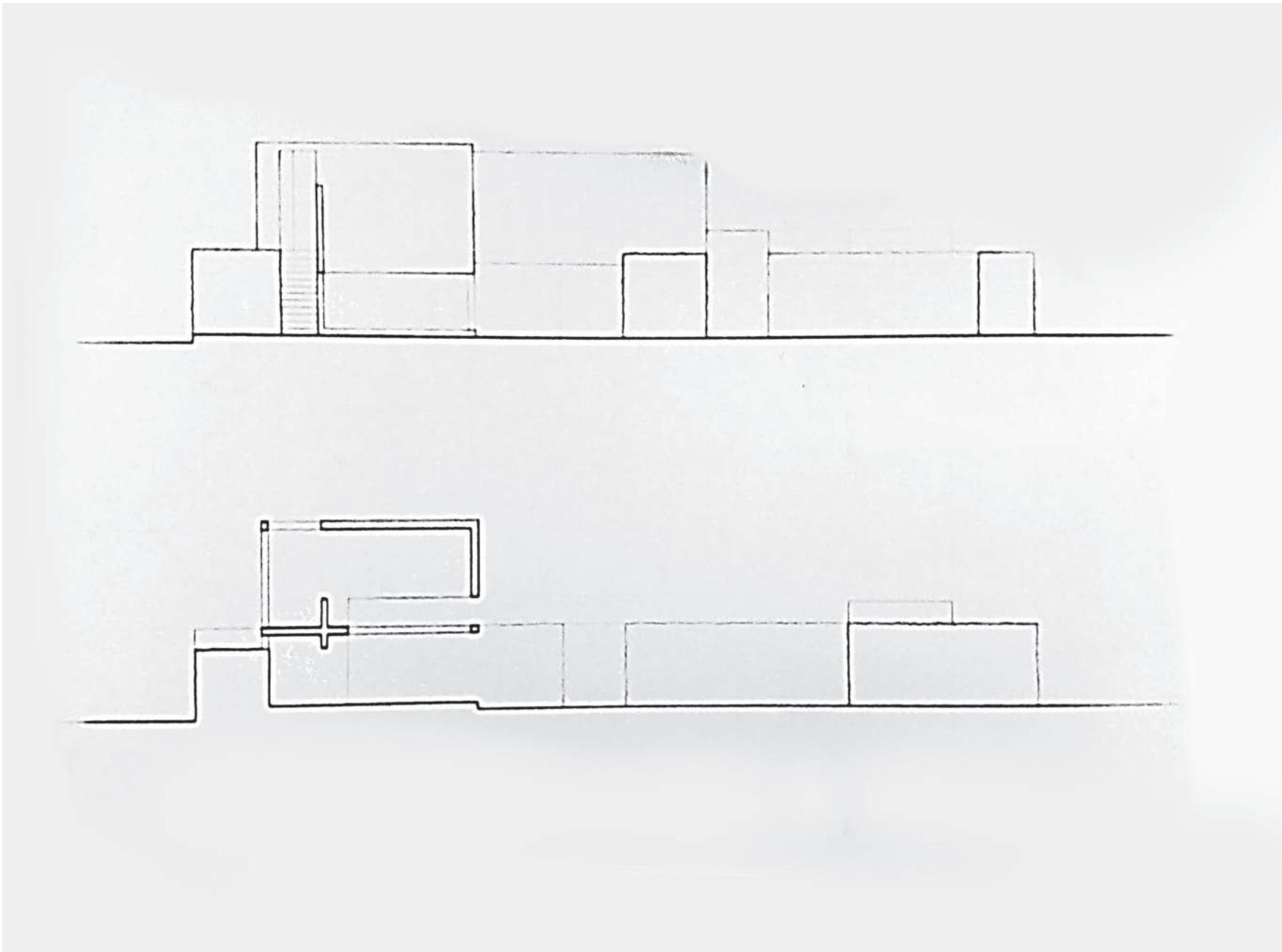
Another part of the Wedding Pavillion design project was to draw a measured perspective of the pavillion itself including the section cut and scale figures. It was to be hand-rendered to show both depth and lighting conditions.

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# Cube Pavillion

## Section & Elevation

Students had to draft a scale section and elevation of their wedding pavillion design. In my case, both the section and elevation are taken from the same direction to show all of the main spaces.



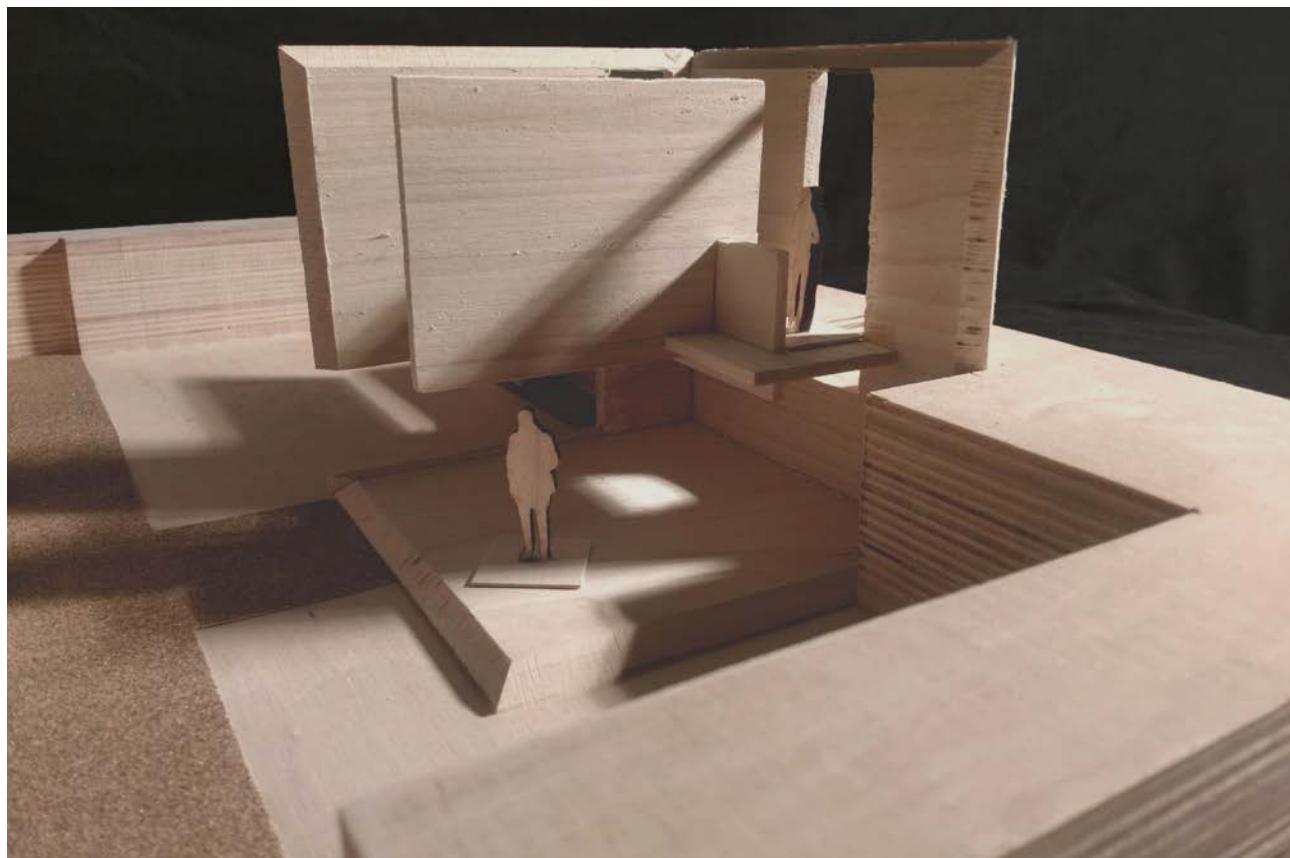
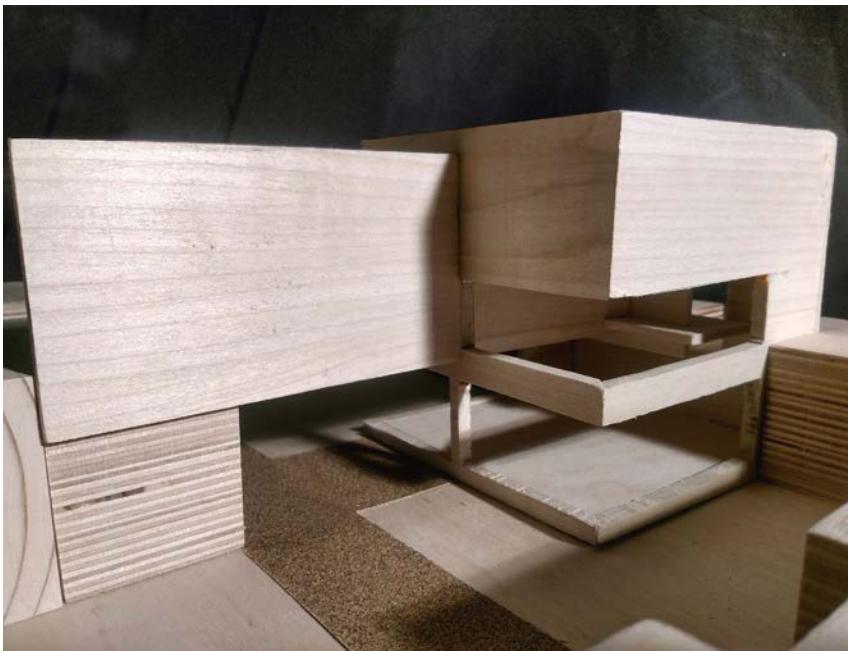


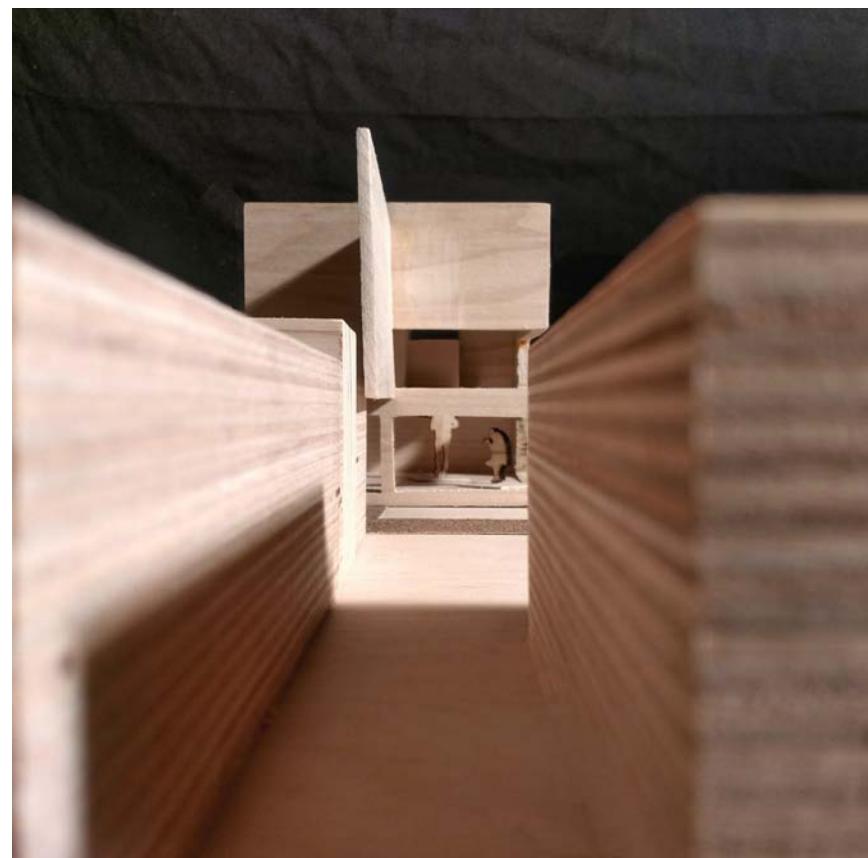
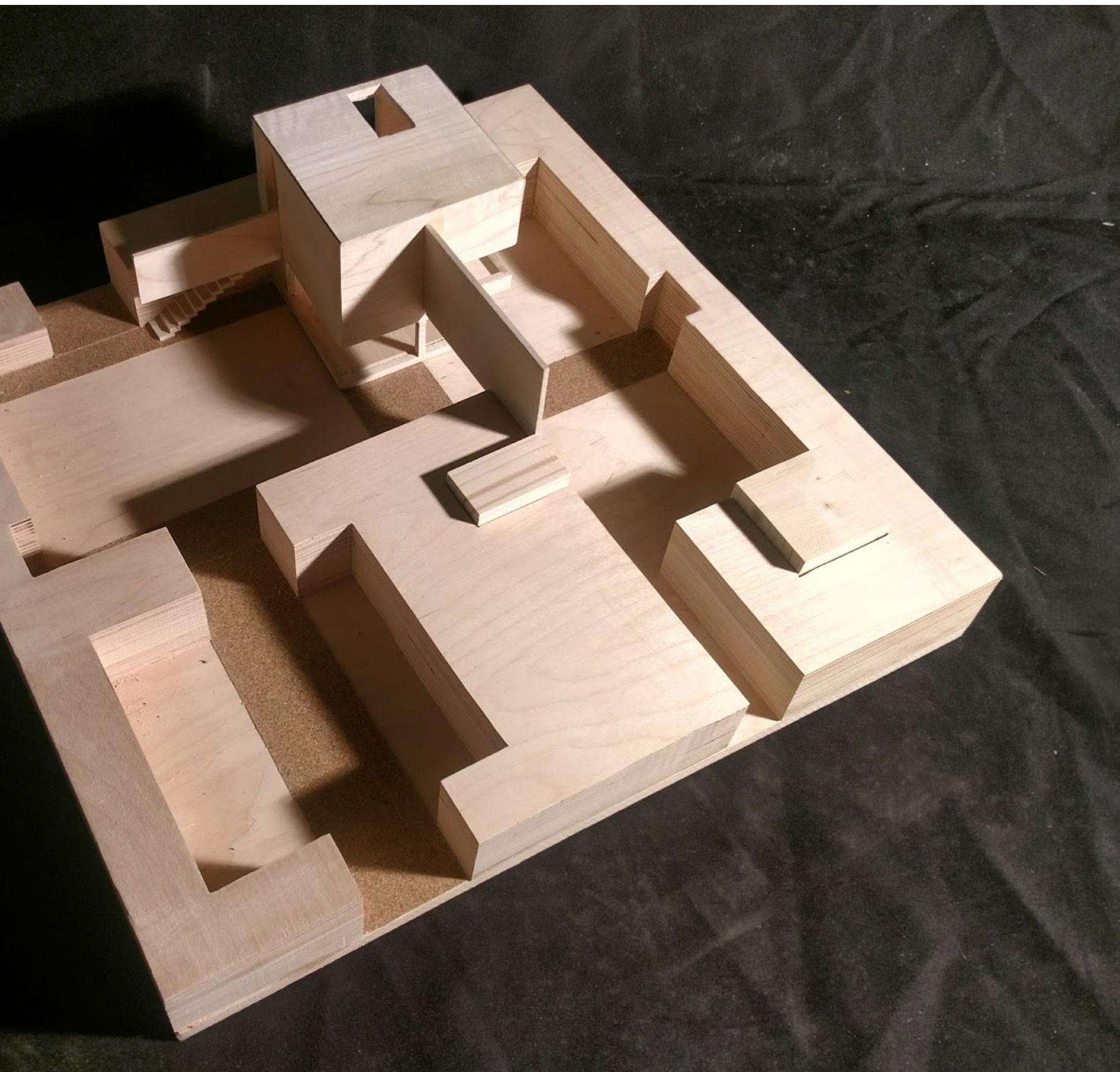
## Cube Pavillion Renders

Students had to put together compelling renders to show what could not be shown in the other works using a combination of Rhino, V-Ray, and Photoshop. These renders were to be part of the final presentation as a part of the plotted sheet showing perspectives and their origins.

# Cube Pavillion Model

Arguably the most important part of the wedding pavillion design project, the model was the culmination of numerous shop seminars, and finally provided students a chance to test their shop knowledge. Models had to be to scale and involve some method of disassembly to access the inner workings of the cube. Sand paper was to represent gravel parts.





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