Design Studies 10, 20, 30

Design Studies is a component of the CTS Program in Media, Design, and Communications Arts. CTS courses are competency-based instructional units defined by learning outcomes that identify what a student is expected to know and be able to do. Courses include outcomes with practical applications, and each course represents approximately 25 hours of access to instruction.

The focus of the MDC cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions. Some courses require one or more prerequisites, which are essential for maintaining safety standards, appropriate instructional sequence and articulation with post-secondary programs. CTS courses can be selected by students in an exploratory fashion, or they can be taken as part of an intentional pathway.

Levels of Achievement

Courses are organized into three levels of achievement: **introductory, intermediate** and **advanced**. Levels of achievement are not indicators of grade levels. As students progress through the levels, they will be expected to meet higher standards and to demonstrate an increased degree of competence in both the general and specific outcomes.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses prepare students for further experiences in the cluster, pathway or occupational area.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the cluster.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program defined within the cluster.

Assessment Criteria (http://www.learnalberta.ca/content/ctf/CTF_Assessment_tool.pdf)

The final course mark in **Design Studies** will be based on the portfolio of the student's semester work. All modules will contribute to the final mark and will have equal weighting. There is no final exam.

As all courses in the program require a portfolio of artwork and graphics, students will be marked on the completeness of the portfolio and how well each piece of artwork/graphic fulfills the criteria as listed per course.

Firstly, students must submit a portfolio; secondly all required pieces must be in said portfolio, and finally each piece will be marked based on **Visibility (20%), Suitability (10%), Clarity (10%)**, and **overall Artistic Esthetics (60%)**.

NOTE: If no project is submitted, it is obvious that the "Success" and "Artistic" criteria cannot be assessed, hence student will be awarded a "Non-compliant" mark of "zero". See next section for additional information.

Attendance, Missing or Incomplete Work

Regular attendance and punctuality is mandatory. It is the student's responsibility to obtain and learn any materials missed when absent. If a student is to absent him-/herself from class for any reason, such absence will be documented. If it is deemed that such absences become regular occurrences on the part of a particular student, there can be consequences especially if it leads to a deterioration of student work and progress.

The primary purpose of student assessment and evaluation is to ***support student learning*** and to have all students improve their performance. Student work is considered missing or incomplete if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), or if it is partially completed on the due date but not ready for submission.

The following process will be followed in the case of missing or incomplete student work unless otherwise stated in the Program of Studies:

1. The student must meet with the teacher at an agreed upon time. The purpose of the meeting is to:

a: Check student progress and determine why the assignment is missing or incomplete
b: Provide help or assistance to the student
c: Set a revised due date to hand in the missing or incomplete work within a reasonable amount of time, as determined by the teacher, that reflects the nature of the assignment
d: Make a documented plan for completing the assignment. The plan may include such things as:
   i) Staying in at lunch, on a spare, or after school
   ii) A timeline for completing the work

   iii) Missing or incomplete work may be recorded in PowerSchool as Not Handed In ("NHI") with a value of zero until the terms of the arrangement between teacher and student are met. If the terms of the agreement are not met, a 'reluctant zero' will be granted for the assignment.

   iv) Upon receiving the completed work or at the expiration of the prearranged agreement, a mark indicating achievement earned (without penalty) must be recorded OR, in the case of the work still being missing or incomplete, the "NHI" *may* be changed to a zero (0).

Student Success Centre (SSC)

New, beginning this school year, is the establishment of the Student Success Centre. If the situation (where the student has repeatedly refused or will not complete any course work) is not resolved, students with missing and incomplete work will be sent to the Student Success Centre for additional opportunities to complete missing assessments. The teacher will communicate with the SSC, who will expect the student to attend the SSC to complete the work. The session at the SSC will run for 74 minutes, and the student must stay for the duration. If the student misses the scheduled time in the SSC, they may be referred to administration to discuss the consequences of this choice moving forward.

The Student Success Centre will be held in the same space as E-Campus and will be available for students to complete school work/assessments/assignments.

Academic Dishonesty

Cheating is a serious offense and will NOT be tolerated. Cheating also includes possession of materials not allowed in an examination room or area (e.g. cell phones).

Plagiarism is a serious violation of academic integrity. Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or material he or she takes from another, whether it is a fellow student or a published resource writer, is guilty of plagiarism.

Any circumstance of academic dishonesty will be dealt with by the classroom teacher in consultation with subject area Coordinators. In instances of repeated offenses, a referral to administration will be made.

Cell Phones and Other Hand-held Electronic Devices

A cell phone is a distraction to learning and it is a school policy that use of cell phones in the classroom as well outside of the classroom during a schedule class is prohibited. Cell phones will be left in front of class upon start of instruction and they will be returned upon the sounding of the "end-of-class" bell.

Though it is possible to monitor the non-use of electronic devices in class difficult it may be with over thirty students in the class, such is not the case when the student is out of the classroom. This is why devices must be surrendered at beginning of class.

Design Studies 10: The Introductory Courses

Evaluation: There are 3 components to this course.

1. Student will submit a portfolio of his/artwork of at least 10 different objects, either in color or B&W. The subject matter must be presented in a timely fashion, at a rate of one topic per week.

2. Student will submit a portfolio of his/artwork of at least 10 different logos. The student will be introduced to Adobe Illustrator and all work will be completed with this program. For those without access to illustrator, they will use Inkscape, an open-source program which is almost 80% compatible with Illustrator.

The logos must first be hand-drawn, with notes to explain the relationship of the design to its intended function.

The subject matter must be presented in a timely fashion, at a rate of one topic per week.

3. Student will submit a portfolio of his/artwork of at least 5 different design plans. The student will be introduced to Google Sketch-Up and all work will be completed with this program.

The designs must first be hand-drawn, with notes to explain the relationship of the design to its intended function.

The subject matter must be presented in a timely fashion, at a rate of one topic per week.

DES1010: Sketch, Draw & Model

(This module is mandatory; students will not start other modules prior to its completion).

Description: Students are introduced to observational sketching, drawing and modelling, and to a selection of basic materials and tools and their uses. Students also develop skills that can be applied to the field of design. The main focus of this module is on hand-drawings of various objects: perspective, front, rear, side, top, and bottom views.

DES1020: The Design Process

Description: Students develop an understanding of design problems through research and select, generate and evaluate possible solutions.

DES1030: 2-D Design 1

Description: Students develop skills and techniques for 2-D design by using tools, materials and processes common to 2-D design to complete a variety of project activities.

Design Studies 20: Introduction to CAD

Focus: LibreCAD; Sketch-Up

Evaluation:

1. Student will submit a portfolio of his/artwork of at least 5 blueprints. The student will be introduced to LibreCAD and all work will be completed with this program.

For those students who want to further/enhance their skills, they can work in AutoCAD.

2. Student will submit a portfolio of his/artwork of at least 10 different posters. The student will be introduced to Adobe InDesign and all work will be completed with this program.

3. Student will submit a mock-up of any object. The student will first submit drawing plans of the intended object to be constructed and provide specification sheet and materials used.

The subject matter must be presented in a timely fashion, at a rate of one topic per week.

DES1040: 3-D Design 1

Description: Students develop skills and techniques for 3-D design by using tools, materials and processes common to 3-D design to complete a variety of project activities.

Supporting Courses:

- COM1005: Visual Composition
- DES1010: Sketch, Draw & Model

DES2035: 2-D Design 2

Prerequisite: DES1030: 2-D Design 1

Description: Students continue to develop skills and techniques for 2-D design by using tools, materials and processes common to 2-D design to complete a variety of project activities.

DES2045: 3-D Design 2

Prerequisite: DES1040: 3-D Design 1

Description: Students continue to develop skills and techniques for 3-D design by using tools, materials and processes common to 3-D design to complete a variety of project activities.

Design Studies 30: Exploring Careers in Design

Evaluation: Based on the student's career path, each student will choose the software suitable for the project.

The project will be to create a portfolio which can be submitted as the fulfillment of the admission requirement for either Lakeland College, University of Waterloo, University of Toronto, Ryerson University, etc. programs in the appropriate field.

Software used:

AutoCAD, Maya, Revit, Adobe Fuse, Unity or Blender. All programs are free for educational use.

DES3035: 2-D Design 3

Prerequisite: DES2035: 2-D Design 2

Description: Students apply theories, skills and techniques to resolve complex 2-D design problems. Emphasis is placed on exploring shape, composition, aesthetics, cultural context, materials, processes and systems, while addressing social responsibility and environmental stewardship.

DES3045: 3-D Design 3

Description: Students apply theories, skills and techniques appropriate to 3-D design. Students will deal with such aspects as shaping, massing, proportion, scale, contrast, colour, texture and finish within the context of complex 3-D design projects. Students are introduced to cultural, symbolic and human factors, principles and ergonomic considerations.

DES3095: Architectural Design

Description: Students translate architectural design concepts into graphic images, and then convert those images into technical drawings and specifications that result in the creation of the built environment.

DES3105: Engineering Design

Prerequisite: DES2055: CAD 2 ***OR*** DES2075: Technical Drafting 2

Description: Students develop complex explanatory drawings for civil, mechanical, structural or electrical systems. This is a skill-building course with an emphasis on explanatory line drawings suitable for presentation and assembly.

Supporting Courses:

- DES3055: CAD 3
- DES3075: Technical Drafting 3
- ENS2210: Sustainable Building Design & Construction

DES3115: Industrial Design

Prerequisite: DES2055: CAD 2 ***OR*** DES2075: Technical Drafting 2

Description: Industrial design incorporates innovation, aesthetics, functional requirements, technology and ergonomics into a product in order to better meet the needs of the user. Students work creatively with design problems to analyze, propose and produce solutions using contemporary materials, techniques and finishes. The resulting presentations are both professional and unique.

Supporting Courses:

- DES3055: CAD 3
- DES3075: Technical Drafting 3
- ENS2210: Sustainable Building Design & Construction

DES3125: Interior Design

Prerequisite: DES2055: CAD 2 ***OR*** DES2075: Technical Drafting 2

Description: Students learn to consider form and space when developing interior design solutions specific to human and/or environmental needs. Students assess solutions on the basis of functional and aesthetic considerations and appropriateness within the human environment. The design process is applied to solve abstract and realistic interior design problems.

Supporting Courses:

- DES3055: CAD 3
- DES3075: Technical Drafting 3
- ENS2210: Sustainable Building Design & Construction

DES3135: Landscape Design

Prerequisite: DES2055: CAD 2 ***OR*** DES2075: Technical Drafting 2

Description: Students learn to consider form and space when producing man-made

environments that are ecologically appropriate, functionally successful and aesthetically pleasing. Students learn about the need to establish a balance between use and enjoyment of the land and the conservation and health of the environment. The design process is applied to solve abstract or realistic landscape design problems.

Supporting Courses:

- DES3055: CAD 3
- DES3075: Technical Drafting 3
- ENS2210: Sustainable Building Design & Construction

DES3155: Modelling – Virtual

Prerequisite: DES2055: CAD 2

Description: Students use virtual 3D design concepts as a starting point for developing the skill and knowledge needed to design in virtual space. Students develop an understanding of light, form, texture and shape. These components are explored through digital modelling exercises.