Workshop 3 video — Data Sketches

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| **Time** | **Content** | **Visual** | **Justification** |
| 0:00 | Welcome. Recap where we have come from, today we are looking at: Data Sketching process; Drawing curves; | Phil in classroom | **Situation**:  What has been learned  Orient Students to content |
| 0:20 | How do we get started with our own visualisations? Is it just:  Phase 1: Get Data  Phase 2: ?????  Phase 3: Visualisation! | Phil in classroom, South Park reference on screen. | **Complication**:  Students probably aren’t sure of how to go from data -> art, or haven’t thought about this process much yet, and it’s not particularly intuitive. |
| 0:35 | We have had a look at datasketch.es website for visual inspiration, but we can also use their process. | Phil in classroom | Begin **Adventure** |
| 0:40 | How data sketching helps us break down the data we have and generate concepts for a visualisation. | Hand drawing process. | **Adventure**:  Part 1—how to get an idea/concept from a dataset |
| 2:40 | Drawing with curveVertex() and bezierVertex() is more flexible—not essential, but they will be in the templates, so students should be familiarised with them. | Phil in classroom | Part 2—getting from a sketch to code |
| 2:50 | Drawing a line between 2 points  Explain why curveVertex() needs 2 extra points.  Explain why bezierVertex() needs 6 points | Hand drawing:   * Different kinds of lines you can draw between 2 points * What each point means in curveVertex() * Also for bezierVertex() | Part 2—Introduce tools for implementing sketch as we draw it by hand |
| 3:15 | Applying data to the design of a “flower” petal | Hand drawing, transitioning to datasketch.es example on movies by Shirley Wu | Part 2—conceptualise how data is mapped to visual changes |
| 3:30 | Code of single petal of a data flower | Screencast code | Part 3—apply tools for implementing sketch as it is drawn by hand/conceptualised. |
| 4:00 | Introduce templates and how to use them. | Screencast code | **Solution:**  Templates can be used and modified based on data |
| 7:00 | Outro/what to do before class | Phil in classroom | Inform students about what’s required, close video |
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