Designers Space

[Eames Lounge (670) and Ottoman (671)](https://en.wikipedia.org/wiki/Eames_Lounge_Chair) circa 1956

*Retrieved from wikipedia June 2017*

# “Design is a plan for arranging elements in such a way as best to accomplish a particular purpose.”

**“…One must obtain not just literacy, but deep involvement and re-understanding.”**

― **[Charles Eames](https://www.goodreads.com/author/show/112693.Charles_Eames)**

# Essential Understanding

Students are introduced to design, through deep involvement in study of great design and designers.

(Subjects include architecture, manufacturing, graphic design, furniture, etc.)

# Overview -

Intro to Design -

This class is a deeply involved study of design in all its aspects. Students will learn about design though methods that include museum visits, where you will learn design. You will study the museum space looking to the design and staging of the works of art within the museum. You will study specific exhibits for content, staging and display as design. You will be sketching the space and taking notes when we visit museums.

After an introduction to basics of design you will choose a specific area (subject) to go deeply into and study this subject through research that includes a research paper and a visual research “product” expressing the chosen design. This can be in the form of graphic design, furniture building, design plans for building or work of architecture that includes a small scale model, interior curation/exhibition space or product design.

Students will go through the entire design process, from conceptualizing a product to final realization of their projects. Students will venture into research and development of their products as well as bi-weekly critiques and group feedback sessions to improve the outcome of their projects.

## Guiding Question: How can I study and create through reviewing a subject I ‘already’ know (or think I already know).

# Lessons

\_\_\_\_1. Design - history of design

\_\_\_\_2. Introduction to Ray and Charles Eames (film, design, interviews)

\_\_\_\_3. How to research

\_\_\_\_4. How to evaluate design (through museum visit)

\_\_\_\_5. Critique guidelines

\_\_\_\_6. Lesson’s individually on various design techniques

\_\_\_\_7. Presentation (school wide final show of complete projects)

**Individual Work**

\_\_\_1.***10 pts****.* **Design Research Preliminary *Pinterest* page: *(Due September\_\_ TBD)*** Research three or more areas of interest. Put together a Pinterest page for each area of interest. Each page should have a minimum of 10 or more pins for a total of 30 pins and 3 pages.

\_\_\_2. ***40-45 pts****.* **Design Research** with minimum 4 Slides**, Prezi or Animoto page: *(Due September\_\_\_TBD)*** Research three or more areas of interest. Put together a Google Slide, Animoto or Prezi presentation using your **Pinterest** page for content of each area of interest.

***Parameters for slide presentation (see rubric)***

* **10 pts. Define** your subject: (ex: Graphic Design: the art or skill of combining text and pictures in advertisements, magazines, or books).
* **10-\*15 pts. Research: 10 pt/research includes multiple images 5 pt WikiHow** Findexamplesof what you are choosing to create (if you are choosing to design a building or house find examples of design plans for a similar type of house that includes plans) - discover online plan builder sites and use these as a jumping off point. Look for and include step-by-step resources on your subject such as WikiHow. (**extra \*5 points for including a WikiHow**)
* **10 pts. How** is it is used?: Show examples in images of: (ex: Graphic design is used in ads, business cards)
* **10 pts. Resources:** you need to create your project. (Specific materials: Ex: for Chair sample: Card board or thrift store chair for bones, matt knife, nails, hammer, glue, paper/board for design, paint, fabric, devices, etc.)

\_\_\_3.*10 pts.* **Class critique: *(Due September\_\_TBD)*** Participate in class critique.

\_\_\_4.*10 pts.* **Class feedback sheet: *(Due September TBD)*** After participating in a class critique of your idea (through presenting your ideas and listening to feedback) you MUST collect class feedback sheets, review them and write one paragraph for your research paper on your learning from the feedback and how you might adjust your project.

\_\_\_5. *40 pts.* **Choose project:** After a minimum of two classes studying and **one critique** with **class feed back** and **one peer review** choose your project.

Museum check off interest list:

\*See specific lessons plans for each museum visit

Look for elements and principles of design (how are they used?) in every category.

* Design of building

Size

Shape

Angles

Colors

Quality

Elements and principles of design (how are they used?)

* Design of graphics within the museum

Color

Fonts (including size and colors )

Placement

Consistency

Elements and principles of design (how are they used?)

* Design of Paintings

Composition

Subject

Medium (paint, pencil, ink, plaster)

Elements and principles of design (how are they used?)

* Design of Graphics or other printed art work (illustration, photography)

Composition

Placement

Consistency

Purpose

Elements and principles of design (how are they used?)

* Design of Curation of exhibitions

Set-up

Form and Function (what is the purpose and use of the space)

Elements and principles of design (how are they used?)

* Design of web site and other marketing collateral related to a specific exhibition

Composition

Interest

Colors

Elements and principles of design (how are they used?)

Over all museum experience from curb (the impression of design from before you enter) to departure (the impression once you are leaving). Sketch a specific space in the museum- make sure to include all the above.

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| **Grading Criteria** | | Exceeds  Mastery  (A range) | Mastery  (B range) | Approaching  Mastery  (C range) | Below Mastery  (D) | Resubmit  (F) |
| Definition: Define your chosen subject. Include visuals and examples. | | Definition is appropriate includes images and examples-shows complete understanding | Definition is appropriate includes images and examples | Definition, images ans exemples minimal or incorrect | Definition is incorrect, no images or examples | Definition is missing or incorrect, not images or examples |
| Content: Student has correctly gradated all colors to blend seamlessly | |  |  |  |  |  |
| Creaftmanship: Student has used quotes, examples and evidence to support thesis and claims. | |  |  |  |  |  |
| Mechanics: Student enforces proper grammar, spelling, sentence structure and evidence of editing. | |  |  |  |  |  |
| **Overall:** |  | | | | | |