

# NIMBIN CENTRAL SCHOOL - VISUAL DESIGN ASSESSMENT TASK

**Assessment Title:** Interior and Exterior Design - Architecture looking at all the angles

**Assessment Task No:** 3                      **Date Due:** Week 11 Term 1 2020 9/4/2020

**Class** 11 Visual Design                      **Marks DM**                      /70                      **ACH**                      /30

**Weighting: Practical:** 20% - architectural & interior design and planning

**Theory:** 10% - in-depth study of architecture and architects

## TASK

Through the examination of our environment and how we shape in and are thus shaped by it students will explore a range of different aspects of exterior and interior design. The concept of the client must be taken strongly into consideration within the design process, each student will be chosen a client at random and they will then need to design a house to suit your clients' needs and wishes. Consideration of materials they wish to use will be a key. The landscaping of the environment also plays a key role within the creation of a holistic environment. Careful consideration also needs to be made to the interior design of the house. All aspects of these three things will need to work cohesively to create a strong design plan.

Exploring the design and planning steps within this unit are aimed to help build an understanding of pitching a project to a client. This will be replicated by the presentation of the mood boards and all design sketches and models to sell there concept to the client (class presentation)

**Design Making:** You must submit -

Mood Boards

**3 Mood Boards of min A4 size, They will each display an aspect of the overall project,**

one focusing of the exterior and style of the house, use of materials, colour pallets, geographic locations – think elements of design ( line, tone, shape, colour, pattern, texture)

one focusing on the interior design aspects, The style of furniture, colour pallets, art works, fittings and fixtures within the home.

One focusing on the landscaping and interaction with the environment. Garden planning, style of plants, lighting, furniture, gates, children's playground – making sure that all three work together.

Architectural Designs / Plans / Models

Building from your design brief which you have created based on your given client. You need to create a design that fulfils your clients' wishes and both stylistically and functionally.

**Create a set of 5 preliminary sketches displaying**

- 1- Ariel view (no roof looking at the interior layout of the house)
- 2- Front view
- 3- Back view
- 4- Ariel view (with roof looking at the house and the garden layout)
- 5- An more detailed sketch of the interior aspects of 1 room (you can choose which room)

These sketches are to be created in your VAPD they are important to help build and plan your process

**Presentation Plans**

Building on your original sketches you can need to extend these in concept and create something that you would present to your client to snag the big deal.

You can create this in a variety of ways – some suggestions are

- 1- Create a model using foam core –(this could just display the outside of the house or focus on the inside more)
- 2- Use a Program such as Google Sketch Up (free), Sweet Home 3D (Free), DreamPlan Home Design Software (Free)
- 3- Use interior design programs such as – Room Sketcher
- 4- Use games / devices such as Minecraft.

No matter what avenue you choose to create in you must submit a plan for the house that will be displayed and presented in class to the client.

You will need to consider how you will be able to display this in the school environment

Work on your understanding and pitch of your design to be displayed to the board of clients (the class of peers and the teacher)

\* This will be a peer marking activity\*

**Any differences can be discussed with the teacher**

### **ACH: Design Brief**

- Using the template or creating your own you will need to build a design brief based around your client making sure that you take into consideration their needs (functionality) depending on their circumstances or their wants (more artistic design aspects). Paying attention to any style indicated, use of materials, the geographic location, and climate and environment surroundings.

### **Magazine Article:**

You are creating a magazine article focused on architecture and our environment. You will be looking at this through the Frames – Subjective, Cultural, Structural, Postmodern

You can choose to look at one of the following to write your article around.

- 1- Choose a specific architect – Look at their work as a whole, their styles that they work within, materials they like to use, you can focus more closely one particular building as well – (this can be constructed as an interview)
- 2- A particular style of architecture, you may look at the vernacular aspects for different cultures the Australian Queenslander, The Shotgun House of America, Timber Framing of Europe or look at contemporary designs
- 3- Look at and explore how a particular site was transformed and redesigned. – this would look at the original use and the changed space taking different aspect of positive and negative impact into consideration.
- 4- Watch an episode of Grand Design and write an article review on the house being built within that episode, considering the materials used, the problems occurred during construction, what the design concept was – what was the intent behind the concept, the environment, any special technologies used, and a evaluation of the end product.

Once you have chosen which aspect you are going to research you need to construct it into a magazine article.

Do not put your sources in you article but keep a list of them and put it in your VAPD

### **Consider**

- Layout
- Images
- Colour pallet – I don't want to see white pages!
- Readability
- And pay close attention to the text – as previously explored in the past unit – font, spacing, hierarchy, leading etc.

You can create your article in a number of different programs including In Design, Word, Google Docs etc

It must be submitted via Google classroom

## OUTCOMES TO BE ASSESSED

Syllabus No	Achievement
DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of Work Health and Safety in the making of a range of works
CH1	generates in their critical and historical practice ways to interpret and explain design
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

## CRITERIA: Art Criticism and History/Making

<p><b>D/M: Mood Board</b> – Create 3 visual representations of the inspirations that you are using to design your house.</p> <ol style="list-style-type: none"> <li>1- for the exterior / consider geographic location, materials, angles, styles, geographic considerations such as if in flood zone house on stilts, if in snow area pitched roofs so snow doesn't gather etc.</li> <li>2- for the interior / consider style of house in full, look at colour pallets, furniture consider building a style to drive you house – refer to the Google slides for inspiration, fixings and fittings – such as lighting, tap ware, consider a mixture of textures and look at creating contrast yet harmony.</li> <li>3- The landscaping environment / consider the geographic location- beach – bush – inner city, what plants would work to enhance the style of your house, environment furniture such as gates, lighting, sculptures, water features ect or a children's playground.</li> </ol> <p>If made digitally Min A3 for each mood board            If made physically each board must be no smaller than A4            All 3 boards should work together and be ready for presentation.</p>	<p><b>Each Mood Board /10</b></p> <p><b>/30 Total</b></p>
<p><b>D/M: Planning / Presentation – Physical product</b></p> <p>Create 5 preliminary sketches in your VAPD to design your house and its environment.</p> <p>Create a physical model or a digital 3D model of your house to present to your client. Create based on the range of choices available to you.</p>	<p><b>/40</b></p>
<p><b>ACH:</b></p> <p><b>Design Brief</b> – Use the scaffold provided. Complete all of the section in the scaffold. Build your concept based on your client and what they need functionally and what they desire aesthetically. Considerations to the geographic location, whether they are looking at sustainability, use of different materials, texture of materials, cost, size of family, different styles such as Hamptons, Industrial etc</p>	<p><b>/10</b></p>

<p><b>ACH: Magazine Article</b></p> <p>Research of chosen topic within the architectural field, explored with consideration to the Frames. Written in a magazine style article. It can be presented as an interview form in the article. – Created digitally with attention to layout, text, and images– Graphic Design concepts.</p> <p>Min of 4 magazine style pages with images and layout considerations. 800-1000 words</p>	/20
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## MARKING RUBRIC

### Rubric - D/M Mood Board

<ul style="list-style-type: none"> <li>• Excellent use of organisation and layout on board, Well designed in either dig or hand made format</li> <li>• Good sense of colour</li> <li>• Ample amounts of inspiration images (6-8)</li> <li>• Strong design sketches</li> <li>• Strong visual communication of concept and feeling</li> <li>• Well presented as finished product.</li> <li>• Text used has strong consideration to layout and text font.</li> </ul>	7-10
<ul style="list-style-type: none"> <li>• Good use of organisation and layout on board, Well designed in either dig or hand made format</li> <li>• Good sense of colour</li> <li>• Some amounts of inspiration images (3-5)</li> <li>• Good design sketches</li> <li>• Good visual communication of concept and feeling</li> <li>• Some issues with presentation of finished product.</li> <li>• Text used has little consideration to layout and text font.</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Minimal use of organisation and layout on board, Well designed in either dig or hand made format</li> <li>• Minimal amounts of inspiration images (1-2)</li> <li>• Good design sketches</li> <li>• Minimal visual communication of concept and feeling</li> <li>• Lots of issues with presentation of finished product.</li> <li>• Text used has no consideration to layout and text font.</li> </ul>	1-3

### Rubric – Design Making

<ul style="list-style-type: none"> <li>• Demonstrates an articulation of ideas and concepts that are elaborated, reiterated, subtle and sustained coherently in the form(s) of the work. Meanings make significant references and register on a number of levels</li> <li>• Displays technical sensitivity, refinement, discrimination, moderation, and is respectful of the conditions set by the selection of materials and limitations including course prescriptions</li> </ul>	31-40
<ul style="list-style-type: none"> <li>• Demonstrates an articulation of ideas and concepts showing some elaboration and reiteration that is more coherent and subtle in some aspects of the work than in others. Meanings and references register on a number of levels but are not as significant</li> <li>• Displays technical sensitivity and moderation, although some aspects are more refined while others are elaborated and/or overworked. Generally respectful of conditions set by the selection of materials and limitations including course prescriptions</li> </ul>	21-30
<ul style="list-style-type: none"> <li>• Demonstrates an articulation of idea/concept showing some connection that is more apt and coherent in some aspects of the work than in others. Meanings and references register on some levels but in limited ways</li> <li>• Displays technical proficiency yet not very sensitive or refined. Some display for display's sake, thus little moderation. Some respect for conditions set by the selection of materials and limitations including course prescriptions</li> </ul>	10-20
<ul style="list-style-type: none"> <li>• Demonstrates an articulation of idea/concept confined to some aspect(s) of the work. Meanings and references register in restricted and obvious ways</li> <li>• Displays little refinement or subtlety. Some repetition or inconsistent application. Little discrimination or moderation, limited respect for conditions set by the selection of materials and limitations including course prescriptions</li> </ul>	1-10

## Rubric – DCH Design Brief

<ul style="list-style-type: none"> <li>* All provided information, scaffold complete</li> <li>* Has an in-depth understanding of the concepts wished to convey,</li> <li>* Has chosen good materials relevant to the concept</li> <li>* Displays a good understanding of the time line and limitations of materials</li> <li>* Has displayed a strong sense of the clientele and market aiming for</li> </ul>	7-10
<ul style="list-style-type: none"> <li>* Most information provided</li> <li>* Has a good understanding of the concepts wished to convey,</li> <li>* Has chosen some good materials relevant to the concept</li> <li>* Displays some understanding of the time line and limitations of materials</li> <li>* Has displayed a good sense of the clientele and market aiming for</li> </ul>	4-6
<ul style="list-style-type: none"> <li>* Minimal information provided</li> <li>* Has some understanding of the concepts wished to convey, seems confused about focus idea.</li> <li>* Has chosen materials that are not relevant to the concept</li> <li>* Displays some understanding of the time line and limitations of materials</li> <li>* Has made some consideration the clientele and market aiming for</li> </ul>	1-3

## Rubric DCH – Magazine Article – research case study

<p>Links to the Frames are strong, making relevant associations between Subjective, Cultural, Structural, Postmodern aspects within the exploration of architecture and the environment. There is a strongly developed understanding of how architecture creates an environment and does also the environment shape intern, displaying an in-depth understanding how the use of materials develops stylistic aspects aesthetically. The magazine style layout is developed in a dynamic way, displaying clarity in the combination of text and imagery use. The layout, colours, graphic design elements enhance the article to a high degree. If the interview style is used in the article it gives a personal feel to the information; this is relatable and flows well within the article. The correct number of pages is submitted. The article is constructed digitally and submitted in the right format with your name and artist name saved as the title.</p>	16-20
<p>Links to the Frames are good making some relevant associations between Subjective, Cultural, Structural, Postmodern aspects within the exploration of architecture and the environment There is a well-developed understanding of how architecture creates an environment and does also the environment shape intern, displaying an in-depth understanding how the use of materials develops stylistic aspects aesthetically. The magazine style layout is developed in a straightforward way, displaying clarity in the combination of text and imagery use. The layout, colours, graphic design elements are considered within the article to a high degree. If the interview style is used in the article it gives a personal feel to the information; this is relatable although does not blend with well within the article. The correct number of pages is submitted. The article is constructed digitally and submitted in the right format with your name and artist name saved as the title.</p>	11-15
<p>Links to the Frames are present making some associations between Subjective, Cultural, Structural, Postmodern aspects within the exploration of architecture and the environment There are some elements of a developed understanding of how architecture creates an environment and does also the environment shape intern, displaying an in-depth understanding how the use of materials develops stylistic aspects aesthetically. . The magazine style layout is messy and difficult to follow, combination of text and imagery used creates confusion. The layout, colours, graphic design elements are considered within the article. If the interview style is used in the article it gives a personal feel to the information; this is relatable although does not blend with well within the article. The in-correct number of pages is submitted. The article is constructed digitally and submitted in the right format but saved with an unrecognizable file name.</p>	6-10
<p>Links to the Frames are not present making some understanding of Subjective, Cultural, Structural, Postmodern aspects within the exploration of architecture and the environment, although this is explored and addressed minimally. There is some understanding of how architecture creates an environment and does also the environment shape intern, displaying some understanding how the use of materials develops stylistic aspects aesthetically. The magazine style layout is messy and difficult to follow, combination of text and imagery used creates confusion. The layout, colours, graphic design elements are considered within the article to a limited degree. If the interview style is used in the article it gives a personal feel to the information; this is relatable although does not blend with well within the article. The in-correct number of pages is submitted. The article is constructed digitally and submitted in the wrong format but saved with an unrecognizable file name.</p>	1-5