

MODULE DES2060: THE EVOLUTION OF DESIGN

Level: Intermediate

Theme: Business/Issues/History

Prerequisite: None

Module Description: Students develop a historical framework for the importance and relevance of design within a cultural context, by examining past and contemporary examples of designed artifacts.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate knowledge of historical and contemporary design resources 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> demonstration of a general knowledge of the evolution of design through project work. <p><i>Assessment Tool</i> <i>Project Assessment: The Evolution of Design (DES2060-1)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	40
<ul style="list-style-type: none"> make a formal presentation of research findings 	<ul style="list-style-type: none"> formal presentation to teachers and peer(s) of research findings in one area of historical or contemporary design. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Evolution of Design (DES2060-2)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	40
<ul style="list-style-type: none"> select, organize and present design projects 	<ul style="list-style-type: none"> maintenance and presentation of a module-based design portfolio and a design journal. Emphasis will be placed on the quality and accuracy of the research. <p><i>Assessment Tool</i> <i>Presentations/Reports: The Evolution of Design (DES2060-2)</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	20

MODULE DES2060: THE EVOLUTION OF DESIGN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Skills Development</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe historical influences in design identify and explain the relationship between a design solution in the past and a current design solution (e.g., buildings, graphics, fashion and transportation) including the influence of cultural, global, ethical and environmental conditions on the solution. 	<p>This module helps students explore different avenues of design by examining the work of designers through history. Several different approaches may be taken. For example, students might study the work of a designer working today and compare it with the work of a designer from the 1930s; they might take an old artifact and try to reproduce it; they might follow the development of a particular product, process or system (e.g., brewing coffee or the development of plastic) through history to the present day. Students need to consider the influences of cultural, ethical, social and/or environmental conditions on design. The point of the module is to give students a larger sense of design.</p>

MODULE DES2060: THE EVOLUTION OF DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare a presentation of research findings; e.g., a research paper, a media presentation • use tools, materials and other resources appropriate for the presentation; e.g., video equipment, computers, still cameras, projectors, display materials. 	<p>Students might design their presentation in several different ways including reproducing a scale model of an artifact designed and used in the past or sequential drawings, or photographs of an object that has evolved over time, presentation panels depicting “designed” artifacts from a particular culture, sets for a “period” drama or a term paper on a selected topic.</p>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • present interim findings for teacher/peer review and input • prepare for and actively participate in a final presentation and critique describing the area of study and findings • maintain a design journal/sketchbook of the project including research notes, ideas, writings, sketches, photographs, cuttings, etc., related to the project • add notes, research documentation and presentation material to his or her portfolio of work from previously completed modules. 	<p>See notes from 2-D Design Applications.</p>

