

## Learning Plan

## Art Portfolio

### CUV40311\_CT96 CERTIFICATE IV IN DESIGN [FASHION & TEXTILE DESIGN]

#### SEMESTER 1 + 2, 2013

|  |   |
|--|---|
| Unit Title<br>National Code<br>TAFE ID | <b>DESIGN CLUSTER</b><br><b>BSBDES401A_D0664 Generate design solutions</b><br><b>CUVACD401A_S7603 Integrate colour theory and design processes</b>  |
| Lecturer                               | Quyen Do  |
| Email                                  | quyen.do@central.wa.edu.au  |
| Phone                                  | (08) 9427-1157  |
| Consultation Details                   | Thursday 13:30-14:30 (by appointment)   |
| Venue                                  | B325 (Group A&B), B327 (Group C&D) Building 6, Perth Campus   |
| Time / Date                            | Group A Tuesday 10:00-12:00<br>Group B Tuesday 14:00-16:00<br>Group C Thursday 11:30-13:30<br>Group D Thursday 9:00-11:00   |
| Resources                              | Art and design journals<br>Texts and current magazines as recommended by lecturer<br>A3 workbook, handouts and manuals issued in class<br>Drawing materials and mediums<br>Art, design and musical arenas (eg. Art Gallery of WA, PICA Gallery, WA Museum...)   |
| Elements (See Unit of Competency)      | <b>BSBDES401A</b><br>1. Define the design challenge<br>2. Undertake research to inform the design solution<br>3. Communicate and collaborate with others<br>4. Generate ideas and responses to the design challenge<br>5. Select a design solution<br><b>CUVACD401A</b><br>1. Research information on colour theory and design processes<br>2. Communicate ideas through the application of colour and design theory<br>3. Evaluate design work   |
| Critical Aspects of Evidence           | <b>BSBDES401A</b><br>1. Development of a design solution through research, reflection and the generation and refinement of ideas<br>2. Effective collaboration with others in the design process<br>3. Knowledge of design trends and technologies in the relevant industry context.<br><b>CUVACD401A</b><br>1. Solve design challenges through the application of colour theory and design processes<br>2. Apply knowledge of the ways in which colour theory and design processes may be used in the production of design or artwork. |

## ASSESSMENT SUMMARY

| DATE DUE   | ASSESSMENT REQUIREMENTS   | ELEMENTS   |
|--|---|--|
| ASSESSMENT 1<br>Semester 1<br>Week 8               | In-class exercise 1: Line - direction, rhythm.<br>In-class exercise 2: Texture Library - direction, rhythm, harmony, contrast.<br>In-class exercise 3 : Shape, silhouette and illusion - proportion, scale, balance, harmony, space.<br>In-class exercise 4 : Form and Value ~ Chiaroscuro - contrast.<br>Documentation of all process work and research in Visual Diary. | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3   |
| ASSESSMENT 2<br>Semester 1<br>Week 15              | In-class exercise 5 : Design a Colour Wheel<br>In-class exercise 6 : Colour complexities - harmony, balance, contrast<br>In-class exercise 7 : Pattern, tessellation and scale<br>Documentation of all process work and research in Visual Diary.   | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 |
| ASSESSMENT 3<br>Semester 2<br>Week 5               | Project 1 : AGWA "Picturing New York"<br>Project 2 : Refresh<br>In-class exercise 8 : Fashion Rules Quiz - copyright, moral rights, intellectual property in fashion and textiles.<br>Documentation of all process work and research in Visual Diary.   | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 |
| SUMMATIVE<br>ASSESSMENT 4<br>Semester 2<br>Week 17 | Project 3 (Group Project): Fashion Rescue! - Sustainability in fashion and textiles.<br>Project 4 : AGWA "Van Gogh, Dali and Beyond"<br>Documentation of all process work and research in Visual Diary.   | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 |

### Individual Learning and Assessment Needs

Central Institute of Technology recognises that students have different learning styles and needs. Please let your lecturer know if you have particular learning needs.

### Results and Appeals

Please refer to the Central Institute of Technology website for information about the assessment process. The information can be found at [www.central.wa.edu.au](http://www.central.wa.edu.au). The path is: Home - Current students - Your studies - Assessments

### Attendance

**\*\* Regular attendance and participation in organised excursions/activities is mandatory to be assessed COMPETENT for this unit cluster.**

| LEARNING PLAN_SEMESTER 1 |  |   |   |
|--------------------------|--|---|---|
| Week                     | Elements Addressed                             | Topic / Activity  | Resources   |
| 1                        | BSBDES401A<br>E1,3                             | Outline of Design Cluster units & assessment requirements.<br>Occupational health & safety.<br>Materials list.<br>Class guidelines.<br>Discussion : "What is 'design'?"   | Learning Plan<br>Materials list<br>Pens   |
| 2                        | BSBDES401A<br>E1,4,5<br>CUVACD401A<br>E2,3     | <b>Elements and Principles</b> - ongoing in Term 1<br>►► In-class exercise 1: <b>Line</b> exploration and creating an original drawing tool<br>Focus principles : <b>direction, rhythm</b><br>Skills demonstration : Ruler, tape, ink, scissors, various pen and pencil weights, brushes, palettes.<br>Complete for further exploration in Textiles class.<br>Pin-up for assessment at the end of class.        | Handout : Elements and Principles<br>Line making tools : forks, string, paints, pencils, markers, pins, ink, brushes, sticks, paint palette, Visual Diary |
| 3                        | BSBDES401A<br>E1,2,4,5<br>CUVACD401A<br>E2,3   | <b>Elements and Principles</b><br>►► In-class exercise A: <b>Texture</b> Library<br>Focus principles : <b>direction, rhythm, harmony, contrast</b><br>Brainstorm : Texture descriptors<br>A5 texture cards - using descriptive words, create a selection of drawn texture using line, frottage and mixed media<br>Skills demonstration : Metal ruler, cutting knife, cutting mat, glue                          | Handout : Texture, rhythm<br>Wet and dry media.<br>A5 cardboard.<br>Metal ruler, cutting knife, cutting mat, charcoal, pastels, Visual Diary              |
| 4                        | BSBDES401A<br>E1,2,4,5<br>CUVACD401A<br>E2,3   | In-class exercise 2B : Texture Library continued<br>A5 texture cards created from found objects, paper, card<br>Skills demonstration : Using hand sewing needles on paper/card, stapler, glues and tape<br>Pin-up for review at the end of class.   | Found texture objects, glue, card, tape, thimbles, hand sewing needles, scissors, Visual Diary  |
| 5                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3 | <b>Elements and Principles</b><br>►► In-class exercise 3 : <b>Shape</b> , silhouette and illusion.<br>Focus principles : <b>proportion, scale, balance, direction, harmony</b><br>Shape basics : geometric, organic, ambiguous, positive, negative <b>space</b><br>Shape and the relationship to <i>line</i> , and it's significance to draping silhouettes on the human form.                                  | Handout : Shape and silhouette, coloured paper, black markers, scissors, glue, Visual Diary   |
| 6                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3 | <b>Elements and Principles</b><br>►► In-class exercise 4A : <b>Form and Value</b> ~ Chiaroscuro<br>Focus principles : <b>contrast</b><br>Discussion : Why is thinking in 3D and 2D important?<br>Making a 2D form and recording it visually in 3D.<br>Pin-up for review at the end of class   | Handout : Form and Value<br>White paper/card, charcoal, scissors, glue, tape, Visual Diary  |
| 7                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3 | <b>Elements and Principles - Form continued</b><br>In-class exercise 4B : <b>Form and Value</b> "Contrast and Construct"<br>Focus principles : <b>contrast</b><br>Discussion : "Random/chance" as a creative technique.<br>Manipulating various weights of paper, card, plastic to make organic/geometric/ambiguous forms. Record results in 2D as linear drawings, shape representations and photographically. | A2 white paper, glue, scissors, cutting knife, tape, digital camera, Visual Diary   |
| 8                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3 | <b>ASSESSMENT 1</b><br><b>Present Visual Diary for review of In-Class Exercises 1-4</b><br>Documentary : "Cracking the Colour Code"   | DVD<br>Visual Diary   |
| 9                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3 | <b>Elements and Principles</b><br>►► In-class exercise 5 : Design a <b>Colour</b> Wheel<br>Skills demonstration : painting with gouache, watercolour paper<br>Discussion : Documentary & colour and emotion, meanings.<br>Investigate colours currently in season.  | Handout : Colour<br>Gouache paint set, fine brushes, watercolour paper, palette, light table, Visual Diary  |
| 10                       | BSBDES401A<br>E1,2,3,4,5                       | <b>Elements and Principles - colour continued</b><br>Complete colour wheels.  | Gouache paint set, fine brushes, watercolour  |

| LEARNING PLAN_SEMESTER 1 |  |  |   |
|--------------------------|--|--|---|
| Week                     | Elements Addressed                               | Topic / Activity   | Resources   |
|                          | CUVACD401A<br>E1,2,3                             | ►► In-class exercise 6 : Colour complexities : shade, tints, <b>harmony, balance, contrast</b> . Identify and access sources of information on colour theory. Research historical and contemporary approaches to colour. Investigate fashion and textile examples. Find examples in art, architecture, advertising, nature...<br>Present findings after term break.  | paper, palette, Visual Diary  |
| 11                       |  | <b>PD WEEK</b>   |   |
| 12                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3   | Review colour research.<br>►► In-class exercise 7 : <b>Pattern</b> , tessellation and <b>scale</b><br>Discussion : Scale on the human body. Scale in other design areas (architecture, home wares, jewellery etc)<br>Demonstration : Creating a simple tessellation, scale changes.<br>Create a regular tessellation using a square repeat network.<br>Interpret colour investigation from exercise 7 to include in composition. | Handout : Pattern and tessellation<br>Scissors, glue, ruler, set square, coloured paper, access to class laptop, Visual Diary |
| 13                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E2,3   | Pattern, tessellation and scale continued.<br>Demonstration : Creating complex tessellations using grids.<br>Create an irregular complex tessellation.   | Scissors, glue, ruler, set square, coloured paper, Visual Diary   |
| 14                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Pattern and colour.<br>Select one pattern to paint in gouache using a palette of at least 4 colours, with one being an accent. Consider how colour and design issues may be integrated into the design process.<br><i>Possible product development for OnWilliam Pop-up Event</i>  | Gouache paint set, fine brushes, watercolour paper, palette, light table, Visual Diary  |
| 15                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | <b>ASSESSMENT 2</b><br><b>Present Visual Diary for review of In-Class Exercises 5-7</b>  | Visual Diary  |
| 16                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 1 : AGWA "Picturing New York"<br>Introduction, research and preparatory work. Clarify specifications, parameters and constraints. Refer to project brief for detailed outline.   | Drawing tools, LRC, State Library, internet, Visual Diary   |
| 17                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>1,2,3  | Project 1<br>Research continued. Source, evaluate and acknowledge information to respond to the brief. Use creative thinking techniques to generate different options.   | Drawing tools, LRC, State Library, internet, Visual Diary   |
| 18                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 1<br>Design refinement. Analyse, distil and collate information to inform the design solution. Reflect on ideas generated.   | Drawing tools, production tools, LRC, State Library, internet, Visual Diary   |
| 19                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 1<br>Design finalisation and production. Select a preferred solution, adjust and refine proposed design.   | Drawing tools, production tools, LRC, State Library, internet, Visual Diary   |
| 20                       | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Present Project 1 : AGWA "Picturing New York" with appropriate supporting documentation as outlined in the brief.<br>Review and discussion.  | Visual Diary  |

| LEARNING PLAN_SEMESTER 2 |  |  |  |
|--------------------------|--|--|--|
| Week                     | Elements Addressed                               | Topic / Activity   | Resources  |
| 1                        | BSBDES401A<br>E1,2                               | Discussion : <b>Copyright, moral rights and intellectual property.</b><br>Read Fashion Rules Handbook<br>Discussion : <b>Trends</b> and turning points. What <b>social, environmental, political, religious,</b> and other factors effect trend development?<br>In Class Exercise 8 : Complete short answer questionnaire.<br><b>Project 2 : Refresh</b><br>Introduction, research and preparatory work. Clarify specifications, parameters and constraints. Select a traditional surface treatment or pattern to re-invent.<br>Research and document the style for reference. | Fashion Rules Handbook<br>Fashion Rules Quiz<br>Visual Diary                   |
| 2                        | BSBDES401A<br>E1,2,3,4<br>CUVACD401A<br>E1       | Project 2 : Refresh continued.<br>Consolidate research findings with others. Discuss key characteristics, elements and principles that define the style.<br>Document discussions. Individual project development.  | Drawing and painting, tools, Visual Diary                                      |
| 3                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 2 : Refresh continued.<br>Test media and expand ideas : consider <b>scale, contrasting textures, line weight, colour clashes/balance/harmony.</b> Analyse, distil and collate information to inform the design solution. Reflect on ideas generated. Explore and develop new ideas through a process of experimentation.   | Drawing and painting, tools, papers, card, production materials, Visual Diary  |
| 4                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 2 : Refresh continued.<br>Select a preferred solution for render, adjust and refine proposed design. Evaluate information with consideration of how colour and design issues may be integrated.  | Drawing and painting, tools, papers, card, production materials, Visual Diary  |
| 5                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | <b>ASSESSMENT 3</b><br>Present Project 2 : "Refresh" with appropriate supporting documentation as outlined in the brief.<br>Review and discussion.<br><br><b>Documentary "The Day Before - Proenza Schouler"</b>   | Visual Diary   |
| 6                        | BSBDES401A<br>E2,3,4                             | <b>Sustainability</b> in Design<br>Design case studies : Discussion<br>: Eco-design strategies<br>: Life-cycle of products<br>: <b>Social</b> and <b>ethical</b> issues<br>"The Secret Life of Things" and other online resources.   | Access to Fashion hub computers, LRC, WA State Library, internet, Visual Diary |
| 7                        | BSBDES401A<br>E1,2,3,4                           | <b>Project 3 : Fashion Rescue! (Group Project)</b><br>Introduction, research and preparatory work.<br>Timeline, documentation of ideas. Investigate the <b>environmental</b> impact and sustainability issues of a fibre. Research the <b>historical, social, economic, ethical, cultural, political</b> story of the fibre.<br>Source a garment/textile/accessory(s) etc. that is near the end of it's life-cycle to "rescue".  | Drawing and painting, tools, LRC, WA State Library, internet, Visual Diary     |
| 8                        | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E3     | Project 3 : Fashion Rescue! continued.<br>Explore "second life" design opportunities.<br>Consider sustainability issues.<br>Documentation of ideas, experimentation with media.<br>Collaborate with others in the design process.  | Drawing and painting, tools, Visual Diary                                      |

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|----|--|---|---|
| 9  | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 3 : Fashion Rescue! continued<br>Select, combine and explore materials, tools and equipment to determine ways to integrate colour and design.   | Drawing and painting, tools, production tools, Visual Diary |
| 10 |  | <b>PD WEEK</b>  |   |
| 11 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Present Project 3 : "Fashion Rescue!" with appropriate supporting documentation as outlined in the brief.<br>Review and discussion.   | Drawing and painting, tools, production tools, Visual Diary |
| 12 | BSBDES401A<br>E1,2,3,4                           | <b>Project 4 : AGWA "Van Gogh, Dali and Beyond"</b><br>Introduction, research and preparatory work. Clarify specifications, parameters and constraints. Refer to project brief for detailed outline.  | Visual Diary  |
| 13 | BSBDES401A<br>E1,2,3,4<br>CUVACD401A<br>E1,2,3   | Project 4 : AGWA<br>Research continued. Source, evaluate and acknowledge information to respond to the brief. Use creative thinking techniques to generate different options. Explore and develop new ideas through a process of experimentation. | Visual Diary  |
| 14 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 4 : AGWA<br>Design refinement. Analyse, distil and collate information to inform the design solution. Reflect on ideas generated.   | Drawing and painting, tools, Visual Diary                   |
| 15 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 4 : AGWA<br>Design finalisation and production. Select a preferred solution, adjust and refine proposed design.   | Drawing and painting, tools, Visual Diary                   |
| 16 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 4 : AGWA<br>Individual project development.   | Drawing and painting, tools, Visual Diary                   |
| 17 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | Project 4 : AGWA<br>Individual project development. Reflect on own application of design process and success in communication the concept.  | Drawing and painting, tools, Visual Diary                   |
| 18 | BSBDES401A<br>E1,2,3,4,5<br>CUVACD401A<br>E1,2,3 | <b>ASSESSMENT 4 - SUMMATIVE ASSESMENT</b>   | Visual Diary  |
| 19 |  | <b>ASSESSMENT REVIEW</b>  | Visual Diary  |
| 20 |  | <b>ASSESSMENT RECORDING AND REPORTING</b>   |   |