

Project Work II – Visual Studies

Semester: 2 (Spring)

Stage: 1

Number of Credits: 4 semester credits/6 quarter units

Prerequisites	Project work I- Visual Studies, Communication Studies I
Assessment weighting	100% continuous assessment
Element	Design, Drawing, Culture, Technology & Management
Supports stage learning outcomes	<ul style="list-style-type: none">• Recognise conceptual, contextual, ethical and material considerations in design.• Apply basic skills to express and to communicate concepts, ideas and proposals in terms of drawing - freehand sketching, architectural drawings - and to understand and operate basic computer systems and packages.• Organise and operate group and individual projects.• Analyse briefs and actively participate in group or individual projects work• Conduct enquiries into, and appreciate the built environment in terms of its cultural, social, historical and political context.

Module aims	<p>The primary aims of the module are to:</p> <ul style="list-style-type: none">• Further develop students' creativity• Develop students' intellectual potential and learning capacity.• Introduce students to the language and basic elements of Interior Architecture <p>The secondary aims are to:</p> <ul style="list-style-type: none">• Support the course and stage learning outcomes.• Prepare students for an integration of the knowledge gleaned from all other Semester I modules and to scaffold later Drawing, Design, Culture, Technology and Management
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Module learning outcomes
<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none">• Develop the process of seeing, thinking and designing in different and imaginative ways• Understand and observe the main elements of function, human factors, structure and aesthetics in Interior Architecture.• Experiment and apply the Theory of Colour in design work

- Appreciate application of principles of Visual Perception and its visual impact
- Participate in and manage each stage of the creative design process,
- Carry creative ideas from concept through to realisation
- Present their design ideas through a variety of visual media.

Syllabus:

Composition 2D and 3D (Series of exercises)

Structure, balance, configuration, layout, background and plains
Positive/negative, use of complementary and conflicting forms
flow, conflict, harmony

Theory of Colour

Additive colour, Subtractive colour
Complementary and contrasting colours
Brilliance, hue, tone
Psychology of colour

Visual Perception

Human Eye, light energy and visible spectrum,
Gestalt, Perception model of 'Bottom-up-and-Top-down'
Negative afterimages, Visual ambiguity and distortion
Optical illusions, Visual agnesia

Project IV –

'Object and environment'

This is a project focusing on the relationship between man and space. It involves students conducting individual research into anthropometrics and movement.

Project V –

'21st century studio dwelling'

This is a project that begins with the analysis of geometry of space by manipulating basic geometrical forms. This analysis is then translated into defining spatial arrangements and function within the dwelling.

Project VI –

'Living capsule'

This is a project that involves group work. It deals with the integration of basic elements of interior architecture such as function, structure, human factors, materials and aesthetics. The project is carried out in full-size models using corrugated cardboard.
An indicative project is appended to this document. (**Appendix A**)

Teaching/learning methodology:

Each exercise or project commences with an in-depth briefing session including support lectures or demonstrations. The exercises may be conducted in studio or be a part of out-of-studio investigation and homework. The briefing sessions on project are followed up with discussion, research, analysis, consideration, synthesis, conclusion, application and presentation.

Throughout the duration of each exercise or project, students are supported by one-on-one tutorials, continuous class discussion and critiques with peer group participation.

Consolidation of learning is reinforced by inter-linking, co-ordinating and involvement of other course

subjects e.g. Analytical Drawing, Architectural Drawing, Communication I & Cultural Studies.

Method of assessment:

The assessments are carried out in accordance with the Faculty Assessment Manual. Within the continuous assessment procedure each exercise is assessed and students receive results and feedback, individually and in a group. In terms of project assessment each individual student must give a complete presentation, which includes visual, oral and written elements for each project work. The tutors and the peer group are encouraged to comment the work.

The marks for each project are awarded on the basis of several different specific criteria, which are determined and made known to the student on commencement of each project. At this stage indicative criteria would relate to reaching first year standards as defined in the benchmarking such as creative quality of concept, path of concept development, transformation, synthesis-conclusions, use of materials, group participation and presentation (visual and oral)

Recommended reading

The Design Encyclopaedia	Mel Byars	Lawrence King	1994
Dictionary of Design and Designers	Simon Jervis	Penguin	1984
New Metric Handbook	Lesley Fairmeather	Butterworths	1992
How to run successful Projects	Fergus O'Connell	Addison W. Harlow	2001
Specifying Interiors	Mary Rose McGowan	Wiley	1996
Design, Projects and Drawings	Jasper Morrison	ADT Press	1990
Interior Design, Visual Presentation	Maureen Milton	J.Wiley and Sons	1999
Presentation Techniques	Dick Powell	Little Brown	1998

Supplementary Reading

Periodicals

Abitare

Architectural Review

Architectural Journal

Design Week

Domus

Elle Decoration

European Institute for Design and Disability

Irish Building

Japan Architect

Plan

Wallpaper

World of Interiors

Databases

Great Buildings Database

Design and Applied Arts

Infotrac
Lexis Nexis