

UNIT TWO: Bird Whare



Develops
evidence for
EXTERNAL
ASSESSMENTS

AS 91063 (1.30) 3 Credits
Produce freehand sketches that communicate design ideas

Supports
INTERNAL
ASSESSMENTS

AS 91067 v2 I (1.34) 3 Credits
Use the work of an influential designer to inform design ideas.

DUE DATE: Your work **MUST** be handed in: **14th April 2017 (Week 11, Term 1)**

Background:

The Horowhenua region is looking to preserve their natural landmarks to attract wildlife and tourists. The first landmark on the list is the Horowhenua Lake.

Issue:

The Horowhenua Lake is full of stoats, cats and other intrusive mammals. To attract small birds back to this area, protective shelters for the birdlife need to be created.

Brief:

Design a protective enclosure where small birds are safe to nest, eat, sleep and live free from danger.

Design Specifications:

- The design must reflect the style and principles of the designer you have researched.
 - You must use sketchup to create a SCALE 3D model for presentation to the council
 - You must know how the design is constructed
 - Your design must have sleeping/nesting area for small birds
 - Your design must have a feeding area safe from predators
 - The bird house must be elevated and **safe**
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Project Requirements:

In your portfolio you will apply visual communication and design techniques and knowledge to *initiate*, *explore*, and *refine* your ideas.

Your portfolio must show the progression of your design ideas and could include visual diaries, sketches, drawings, models, photographs, digital media, display boards, or installations, supported by annotations as required. Creating your portfolio involves four stages:

1. Initial research
2. Initial ideas
3. Ideas development
4. Final Design

1. Research - Existing bird houses (4x minimum)

Using the internet and any other sources you would like, find some interesting birdhouses that have innovative design features.

Find images that can help you figure out how to construct your own ideas, and sketch these into your design process.

2. Initial Ideas (2x minimum)

Generate ideas for your bird house. It is very important that you show the link between your ideas and the designer that you researched. You will use these methods to get ideas.

- Ideation
- Concept Maths
- Sketchup

3. Idea Development

Refine and review your initial ideas towards a preferred idea. Explain and justify your choices.

Use Google Sketchup to refine these ideas. You need to create a scale model on sketchup and this will be used later for your presentation standard.

There will need to be materials research and environmental research as well at this stage - so that you know you are creating a design that is fit for purpose.

Remember to keep a record of your changes at each stage of the Sketchup model. It is important that you document the process to show your decision making.

4. Final Design

Produce a final design of your Bird house on Sketchup.

You need to produce screenshots of your design that cover the following styles:

- *Front, Side, Top (Plan) view*
- *Isometric View*
- *2 Point View*
- *Interior Views*
- *An image of the design in its native environment*

With every final design comes a great evaluation! In an evaluation you need to write about the positives and negatives of the design, using design terminology. Explain how your design links to your designer.

Write about how you have met the design specifications.

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END OF UNIT 2 CHECKLIST

Make sure you have provided EVERYTHING listed here when you hand in this unit!

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My project contains the following:

	TICK	DATE
Brainstorm / evaluation of Brief		
Research / Presentation on my chosen designer		
Research of existing bird houses		
Ideation (sketched)		
Concept maths (sketched)		
Chosen design (sketched)		
Construction of your design (sketched)		
Sketchup Developments - Exterior		
Sketchup Developments - Interior		
Materials research		
A final design that effectively integrates aesthetic and functional characteristics of chosen designer		
Final design interior screenshots		
Final design exterior screenshots		
Evaluation		

DUE 14th April, 2017
- Week 11, Term 1 -

Assessment Schedule 91067 v4

Design and Visual Communication (1.34) - **INTERNAL**

Use the work of an influential designer to inform design ideas.

Achievement	Merit	Excellence
Use the work of an influential designer to inform design ideas.	Use the work of an influential designer to clearly inform design ideas.	Use the work of an influential designer to effectively inform design ideas.
<ul style="list-style-type: none"> • <i>Research on a selected designer has been a collated and presented; identifying the aesthetic and/or functional characteristics that are typical of their work. This could include sketches, and different forms of information including images, quotes and student qualitative judgments and design notes.</i> • <i>Student has used the work of an influential designer to inform design ideas by recognising the aesthetic and/or functional characteristics of an influential designer's work in design ideas.</i> • <i>Student has produced design sketches that use the aesthetic and/or functional characteristics of an influential designer's work in their design ideas.</i> 	<p>Research on a selected designer as Achieved states, and as well:</p> <ul style="list-style-type: none"> • <i>Student has used the work of an influential designer to clearly inform design ideas by integrating aesthetic and functional characteristics of an influential designer's work in the development of design ideas</i> • <i>Student has produced design sketches that integrate the aesthetic and functional characteristics in a range of ideas that are explored and refined. Supported by qualitative judgments and notes that explain how the designers work clearly informs own ideas.</i> 	<p>Research on a selected designer as Merit states, and as well:</p> <ul style="list-style-type: none"> • <i>Student has used the work of an influential designer to effectively inform design ideas by integrating aesthetic and functional characteristics of an influential designer's work in the development of design ideas in ways that are meaningful to the context specified in the design brief.</i> • <i>Student has produced design sketches that integrate the aesthetic and functional characteristics in a range of ideas that are explored and refined.</i> • <i>Supported by qualitative judgments and notes that explain how the designers work clearly informs own ideas in ways that are appropriate to the context specified in the brief. The work of the designer and students own ideas are combined and meet the specifications of the brief.</i>

Assessment Schedule 91063

Design and Visual Communication (1.30) - **EXTERNAL**

Produce freehand sketches that communicate design ideas.

Achievement	Merit	Excellence
<p>Produce freehand sketches that communicate design ideas.</p> <p><i>Communicate refers to freehand sketches that show basic design features e.g. shape, form and/or function.</i></p> <p>Evidence Statements</p> <ul style="list-style-type: none"> The students' design ideas will explore and communicate the use, purpose (function) or visual appeal of their design, including the use of: <ul style="list-style-type: none"> -2D views -3D form using isometrics, perspective, oblique or planometric drawing methods sketching techniques, such as: quick rendering, crating, and the use of line hierarchy 	<p>Produce freehand sketches that clearly communicate design ideas.</p> <p><i>Clearly communicate refers to freehand sketches in proportion that show detailed design features e.g. construction and structure, function and aesthetics.</i></p> <p>Evidence Statements</p> <ul style="list-style-type: none"> The students' designs will be that of the criteria for Achievement and will also show: <ul style="list-style-type: none"> -proportion -detail, eg, construction, structure, use and operation (function) -shape, form, and finish (aesthetics). 	<p><i>Produce freehand sketches that effectively communicate design ideas.</i></p> <p><i>Effectively communicate refers to freehand sketches that show in-depth visual information that conveys the intent (meaning/ purpose) of the design ideas. This may be in the form of related sketches that could include exploded views, sectional, sequential, detail, etc.</i></p> <p>Evidence Statements</p> <ul style="list-style-type: none"> The students' designs will show in-depth visual information that: <ul style="list-style-type: none"> conveys the intent (meaning/purpose) of the design ideas is in the form of related sketches, eg, exploded views, sectional, sequential, detail, assembly, etc.