



# LARC 1510: Basic Design I

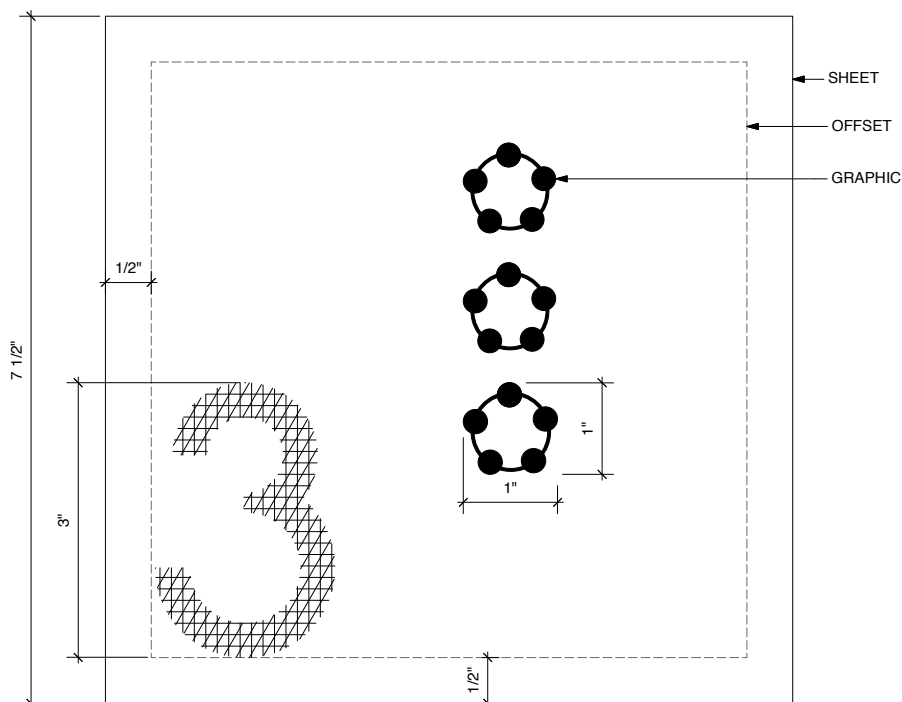
## Project 1: Ascending Order

Instructor Browning

Fall 2023

Project Due Date: Wednesday, Sept. 6<sup>th</sup> (150 points)

This project intends to build upon our basic understanding of **value, contrast, line weight, and order**. In addition to reinforcing concepts associated with order, we will approach each project component as an individual composition within a larger organization, framework, and concept. The task is to design a series of ten graphic orders that ascend in value. The orders shall begin with the simplest order and lightest value. Order #1 shall be a single operation order. Each additional order shall overlay the previous order, thus increasing the number of operations and value as you approach order #10, which shall have ten overlaying orders and the heaviest value. The accumulative composition shall include a total of ten sub-compositions (each sheet). Each sub-composition shall include a number, 1-10, and a graphic(s), which corresponds to the number on the sheet. For example, sheet-three shall include the number 3 and three identically drafted graphics. The number 3 on the sheet shall be drafted using three overlaying orders to define the area of the number. The three graphics shall be drafted identical to each other and composed on the sheet with a logical rationale. Each of the ten sheets shall have a unique graphic, i.e. ten different graphics. However, there shall be a conceptual theme, which unites all the graphics on each sheet into a comprehensive narrative or story. Use the diagram below as a guide for the graphic standards and parameters of the project.



Media: Heavy, white paper (Bristol paper or heavy sketch paper) and drafting pens

Readings:

*Making Architecture Through Being Human*

Chapter | Starting Page

Alignment | Pg. 12

Axis | Pg. 16

Balance | Pg. 20

Centrality | Pg. 24

Difference | Pg. 29

Pattern | Pg. 50

Radiosity | Pg. 55

Repetition | Pg. 60

Similarity | Pg. 63

Hierarchy | Pg. 86

Step 1: Decide upon a theme or concept for your project. Complete a concept map of your word.

Step 2. Read the chapters listed above in *Making Architecture Through Being Human*. For each chapter, draw a diagram that illustrates the concept. Create a diagram board (an abstract representation meant to illustrate an idea) that demonstrates your understanding of the terms. Try to have a visual connection between your diagrams and your concept.

Step 2: Begin brainstorming your compositions for ascending order. Think about the design principles you studied and how you can utilize them to strengthen your composition. Use trace paper and quickly sketch out your ideas. Try to come up with at least 10 rough concepts for your design.

Step 3: Take your strongest design and develop a mock-up of your conceptual narrative before your final submission. Be sure that there is adequate variation in the gradient of values. Select graphics, which are clear, simple, and easily drafted and reproduced (these may need to be tested as well).

Step 4: Create your final submission

Your final products will include

- 1 diagram board (based on readings)
- 10 Study Sketches

Project Calendar:

| Day           | Topic Covered                                                                            |
|---------------|------------------------------------------------------------------------------------------|
| <b>Week 1</b> |                                                                                          |
| Weds.         | Course introduction                                                                      |
| Fri.          | Project 1 Introduction; Begin Step 1                                                     |
| <b>Week 2</b> |                                                                                          |
| Mon.          | Wood Shop Training: 9 - 10:30am; 10:30 - 12; 12:30 -2pm<br>Complete Step 1; Begin Step 2 |
| Weds.         | Begin mockups                                                                            |
| Fri.          | Begin finals                                                                             |
| <b>Week 3</b> |                                                                                          |
| Mon.          | Labor Day - No Class                                                                     |
| Weds.         | Project 1 Pinup; Intro. to Project 2                                                     |

## General Evaluation Criteria

| <b>Evaluation Criteria</b>                      | <b>Advanced</b>                                                                                                                                                                                                                                                                           | <b>Proficient</b>                                                                                                                                                                                                                       | <b>Not there yet</b>                                                                                                                                                                                                                                                                      | <b>Inadequate</b>                                                                                                                                                                                |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Execution Completion</b><br><br>/ 15 | The deliverables are successful in meeting the goals of the project. Detailed thought and analysis are apparent in the selection and placement of design elements and features. All requirements are complete. The student follows the instructions and develops the project accordingly. | The deliverables meet the goals of the project, but the selection and placement of program elements could use more critical thinking. Most requirements are complete. The student follows the instructions, but some items are missing. | The deliverables do not meet the goals of the project. The selection and placement of program elements lacks critical thinking. Several major issues exist in the design. Some requirements are complete. The student does not follow all the instructions and several items are missing. | Little thought has been put into the selection and placement of program elements and how they relate to the design. The design is weak and incomplete. The student does not follow instructions. |
| <b>Concept Ideation Creativity</b><br><br>/ 20  | Ideas and concepts are significantly unique and imaginative                                                                                                                                                                                                                               | Ideas and concepts are mostly unique and imaginative                                                                                                                                                                                    | Ideas and concepts are moderately unique and imaginative                                                                                                                                                                                                                                  | Ideas and concepts are slightly unique and imaginative                                                                                                                                           |
| <b>Order</b><br><br>/ 20                        | Design elements have a clear underlying structure that give the design a strong order. There are no unresolved or unrelated elements.                                                                                                                                                     | Design elements have a mostly clear underlying structure that give the design order. There are a few unresolved or unrelated elements.                                                                                                  | Design elements have a somewhat clear underlying structure that gives the design minimal order. Some unresolved or unrelated elements.                                                                                                                                                    | Design elements have an unclear underlying structure that gives the design a weak order. Too many unresolved or unrelated elements                                                               |
| <b>Design Principles</b><br><br>/ 20            | The student demonstrates great skill at using design principles when composing the design.                                                                                                                                                                                                | The student demonstrates much skill at using design principles when composing the design.                                                                                                                                               | The student demonstrates some skill at using design principles when composing the design.                                                                                                                                                                                                 | The student demonstrates very little skill at using design principles when composing the design.                                                                                                 |
| <b>Linework</b><br><br>/ 20                     | All lines are consistent, purposeful, and effective. Multiple line weights for clarity and communication. The line work is excellent in its consistency and control.                                                                                                                      | Most lines are consistent, purposeful, and effective. Uses at least two line weights for clarity and communication. Some very good lines but need more control and consistency                                                          | Many lines are consistent, purposeful, and effective. The student does not use differing line weights for clarity and communication. There is inconsistency in the line work quality.                                                                                                     | Some lines are consistent, purposeful, and effective. The student's line work is inconsistent, does not vary intentionally in order to communicate.                                              |
| <b>Craftsmanship</b><br><br>/ 20                | The work is clean, precise, and careful. The craft is the best quality. There is no messiness.                                                                                                                                                                                            | Most of the work made by hand is clean, precise, and careful. The craft is good. Very little messiness.                                                                                                                                 | Much of the work made by hand is clean, precise, and careful. The craft is average. Some messiness.                                                                                                                                                                                       | Little work made by hand is clean, precise, and careful. The craft is unacceptable. A lot of messiness.                                                                                          |
| <b>Narrative Presentation</b><br><br>/ 20       | Presentation clearly describes the intent of the design and provides the reader with supporting images.                                                                                                                                                                                   | Presentation describes the intent of the design, but the narrative could use more detailed                                                                                                                                              | Presentation does not describe concept and design very clearly. Justifications are weak or missing.                                                                                                                                                                                       | Presentation lacks structure and engagement. Narrative does not relate to the                                                                                                                    |

Process  
Attitude  
  
/ 15

|                                                                                                                                                                                                        |                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentation is clear, concise, and confident.                                                                                                                                                         | descriptions and graphics. Presentation is either too long or too short and could have been better structured.                                                                                      | Presentation is incomplete or does not demonstrate thought process.                                                                                                                                   | presented plans and model.                                                                                                                                                                     |
| The student demonstrates an extreme willingness to experiment, explore, play, and develop both the project and him or herself as a professional. Extreme sense of ownership for learning/performance . | The student demonstrates a strong willingness to experiment, explore, play, and develop both the project and him or herself as a professional. Strong sense of ownership for learning/performance . | The student demonstrates a moderate willingness to experiment, explore, play, and develop both the project and him or herself as a professional. Moderate sense of ownership for learning/performance | The student demonstrates a minimal willingness to experiment, explore, play, and develop the project and him or herself as a professional. Weak sense of ownership for learning   performance. |