



1. General Course Information

1.1 Course Details

Course Code:	1523QCA
Course Name:	Drawing for Design
Trimester:	Trimester 1, 2020
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Jennifer Sanzaro-Nishimura
Document modified:	10 Dec 2019

Course Description

Drawing is a fundamental means of visual research, visual communication and explanation that has the ability to transcend barriers of language, time and culture. It has the immediate capacity to depict unseen thoughts and condense the power of a subject or idea into a tangible form that is easily communicated to others. This course aims to develop critical thinking, observation and visual communication skills through the acquisition of creative visual strategies, drawing techniques and a culture of drawing as visual research practice. The course content includes drawing the human form, designing from nature and three dimensional drawing as both visual research, critical and conceptual thinking. All of this content is underpinned by the concepts, emergent challenges and opportunities to develop sustainable design perspectives and initiatives.

Assumed Knowledge

There are no pre-requisites for this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Dr Jennifer Sanzaro-Nishimura	Jennifer.sanzaro-nishimura@staff.griffithcollege.edu.au
Dr Philip Whiting	philip.whiting@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1.2.1 Course Aims

Throughout the course you will develop essential drawing skills for observation, visual research and analysis. You will also develop drawing skills that allow you to confidently communicate visually or explain the intent of ideas. You will employ drawing and conceptualising skills in design research, develop and communicate design solutions to others. You will collaborate in developing two-dimensional designs concepts into three-dimensional design projects.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Illustrate strategies of observation through a range of drawing processes.
2. Identify fundamental design elements, principles and visual grammar through visual practice.
3. Analyse visual and textual information on a social issue relevant to a design project.
4. Present two-dimensional and three-dimensional visual research using a range of explanatory drawing techniques and formats.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities	Taught	Practised	Assessed
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Acquisition of discipline knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration	✓	✓	✓
Self-directed and active learning	✓	✓	✓
Creative and future thinking	✓	✓	✓
Social responsibility and ethical awareness	✓	✓	✓
Cultural competence and awareness in a culturally diverse environment	✓		

3. Learning Resources

3.1 Required Resources

Digital readings will be made available on the My Study course site.

3.2 Recommended Resources

CHING F. 2003 **Architectural Graphics**, John Wiley, New York (QCA Library NA 2708 .G65 1996)

CHING F, JUROSZEK, 2010 **Design drawing** [electronic resource]
Imprint Hoboken, N.J. John Wiley & Sons, (<http://librarycatalogue.griffith.edu.au/record=b1776033>)

DAVISON, AIDAN, **Technology and the Contested Meanings of Sustainability**. Albany, NY: State University of New York Press 2001 (QCA Library T14 .D29 2001)

DE SAUSMAREZ, M. 2002 **Basic Design: The Dynamics of Visual Form.**, A & C Black, London (QCA Library N7425 .D47 2002)

DOYLE M.E. 1981 **Color Drawing**, Van Nostrand Reinhold Co. New York (QCA Library NC892 .D69 1999)

DUBERY. F. 1983 **Perspective and other drawing systems.**, Herbert Press, London. (QCA Library NC750 .D8 1983)

GOLDSTEIN N. 1999 **Figure drawing: the structure, anatomy, and expressive design of human form**, Prentice Hall, Upper Sadler River, N.J. (QCA Library NC765.G64 1999)

PIPES, ALAN 2007 **Drawing for Designers. Drawing skills, Concept sketches, Computer systems, illustration, Tools and materials, Presentations, Production techniques**, Laurence King Publishing, London (ISBN 978 1 85669 533 6)

POWELL D. 1990 **Presentation Techniques. A guide to drawing and presenting design ideas.**, Orbis Publishing, London. (QCA Library TS171 .P6 1990)

PRENZELL R. 1982 **Working & design drawings**, Karl Kramer, Stuttgart (QCA Library NA2708 .P73 1982)

RAYNES J. 1993 **Figure drawing & anatomy for the artist**, Mitchell Beazley, London (QCA Library NC765 .R39 1993)

SENNETT, RICHARD 2008 **The Craftsman**, New Haven: Yale University Press. (QCA Library BJ1498.S46 2008)

SIMMONS S. 1977 **Drawing: The Creative Process**. Prentice Hall, New York (QCA Library NC730 .544 1977)

SIMPSON I. 1997 **Encyclopedia of Drawing Techniques**, Simon & Schuster, New York (QCA Library NC730 .55 1987)

SLADE C. 1997 **Encyclopedia of Illustration Techniques**, Simon & Schuster, Australia (QCA Library NC845 .S58 1997)

TREIB, MARK (ed). **Drawing/Thinking: Confronting an Electronic Age**, London; New York: Routledge, 2008 (QCA Library NC 715 .D73 2008)

UNGER, T, 1985 *Rendering In mixed media. Techniques for concept presentation for designers and illustrators.*, Watson Guptill Whitney. New York. (QCA Library NC878 .U5 1985)

WALKER, STUART & GIARD, JACQUES 2013 *The Handbook of Design for Sustainability*, Bloomsbury, London, New York, Sydney ISBN: 978-0-8578-5852-8

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Students should ensure they have the basic drawing equipment needed to complete the course:-

A4 Visual diary for homework practice drawings, process work, experimentation & related research. A3 cartridge sketchblock for studio/tutorial in-class work (inexpensive 150-220 gsm)

Lead/graphite pencil Pencils (HB, 2B, 4B, 6B)
 A range of black fine-line markers
 Scale ruler - 300mm
 Adjustable set square or 45 degree and 60/30 degree set squares (optional)
 Putty eraser, Plastic eraser

Additional Material/Media requirements during the trimester:

Charcoal (soft compressed or willow)
 Crayons (Black, white, sepia)
 white - good quality such as Prisma, Derwent or Faber Castell
 Water colours, Felt pens, Pastels (optional)

Conte
 Colour pencils including

Access to a computer, tablet or similar device.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Learning Outcomes
1	Line, Shape, Space & Form Defining shape, space and form - positive forms & negative space through contour line, tone & texture. Notice of Assessment 1 due in week 4	Lecture Notice of assessment 1 due in week 4	1,2
	Line, Shape & Form: defining shape, form and space	Tutorial	
2	Visual Language: Composition, Sighting, measuring, Elements & Principles of Design Elements & Principles of Design: Grammatical rules as applied to visual language. Composition and juxtaposition to create meaning. Sighting and measuring to gauge space, structure, shape & form relationships and distances	Lecture Tutorial	1, 2
3	Tone and Volume-Create illusions of 3 dimensionality, volume and space using tone; Composition Composition through visual organisation and arrangement. Techniques of tonal drawing for texture and atmospheric perspective. Observing	Lecture Tutorial	1, 2

	and describing volume and mass through tonal blending and hatching.		
4	Colour and Tone- Colour Theory	Lecture	1, 2
	Exploring line, tone, texture, contrast through the use of colour. Relationship of colour Primary & secondary colours, Complementary opposites, Analogous colours, Shades & Tints Submission Assessment 2: In-studio Presentation Observational and Analytical Process of Freehand Drawing wks 1-4 due for submission in class.	Tutorial- Assessment 1 due	
5	Life Drawing- Human Form: drawing the figure and recognise the nature of Critical Observation and Visual Research in design	Lecture	1, 2
	Introduction to the human figure, scale in terms of anatomy, proportion, posture shape & form	Tutorial	
6	Life Drawing- Ethnographic Drawing: Movement and Embodiment Introduce Assessment item 2: includes all tutorial work from weeks 1 – 6 including week 6 life drawing studies. Homework as practice drawings in A4 visual diary also relating to weeks 1 – 6 tutorial work	Lecture	1, 2
	Analysis of the simplified Human Form through critical observation and live visual research in terms of proportion and suggested movement	Tutorial	
7	Isometric Drawing & Orthographic Projections: The language of three dimensional drawing and orthographic drawing. Introduce individual Assessment 3: Design Research & group Assessment 4: Concept Design & Model project.	Lecture	1, 2, 3
	Orthographic Projections: Isometric, axonometric, exploded views, plans, elevations and sections. Introduce Individual Assessment Item 3: Design Research Paper & group Assessment item 4: Concept Design and Model Project- Social Issue Project – Aged Care Activity Centre and Submission Assessment 2: Folio 1 In-studio Presentation Observational and Analytical Process of Freehand Drawing wks 1-6 due for submission in class.	Tutorial Assessment 2 due	
8	Drawing Systems: Single and Two Point Perspective, studio projects.	Lecture	1, 2 ,3
	Exercises in 3D Perspective systems to develop use of scale and proportion in perspective. Light & shade in perspective. Discuss Research paper.	Tutorial	
9	Drawing Systems: Developed use of single and two point perspective, studio projects.	Lecture	1, 2, 3
	Single & two point perspective exercises to draw more complex shapes and forms for graphic, product, interior design and architecture. Submission Assessment 3: Design Research due today In-studio Social Issue Project Design Research from weeks 7 & 8 is due- Presentation/discussion	Tutorial Assessment 3 due	
10	Strategies for Design Research: Design Research strategies using drawing & Simple	Lecture	1, 2, 3

	Model Making for Design development and presentation		
	Each group is expected to construct a prototype or scale model of the group concept to test its performance as part of the week 12 presentation & submission. Work on concept visualisation project/task as required, Including concept and development drawings to show for manufacture and construction as story board and sequence for presentation	Tutorial	
11	Presentation as Narrative Structure:	Lecture	1, 2, 3, 4
	Preparation of project as 3D scaled or life size model. Finalise concept and development drawings to show for manufacture and construction as story board and sequence for presentation. Review final project and individual discussion. Finalise any unfinished components, and work on presentation.	Tutorial	
12	Submission Assessment 4: In-studio presentation and submission Concept Visualisation & Studio Presentation Group presentations & submission of final project	Presentation & Assessment	1, 2, 3, 4

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Interim Drawing Assessment & Drawing Portfolio 1	50%	1, 2	4 7
2	Design Research	10%	3	9
3	Drawing Portfolio 2	40%	1, 2, 3, 4, 5	12

5.2 Assessment Detail

ASSESSMENT ITEM 1

Type: Interim Drawing Assessment

Learning Objectives Assessed: 1

Due Date: Week 4

Weight: 10%

Task Description:

This is an interim assessment of fundamental skills and techniques learnt in weeks 1, 2 & 3. This is a preliminary introduction to preliminary drawing skills and techniques. Students are required to attend all studio sessions and work to produce a portfolio of outcomes during the tutorials as directed. This body of work equates to 9 hours commitment. In addition to the exercises completed during the tutorials, students are expected to commit a further 21 hours to the production of a series of drawings reinforcing and developing the skills acquired in the studio.

Type: Observational and Analytical Freehand Drawing (Portfolio 1)

Learning Objectives Assessed: 1, 2, 3, 4

Due Date: Week 7

Weight: 40%

Task Description:

This module continues the development of observational research and analytic skills from weeks 1, 2 & 3 through an examination of the 3D structures including the description of shape, form, proportion, mass and volume. Life

Drawing (figure drawing) will also be introduced as part of the final portfolio¹. Tutorial work is supported by assessable practice drawings completed in your own time as homework. Assessment will be progressive. You will be assessed on evidence of drawing practice, creativity and innovation, visual diary practice exercises and visual research through drawing.

Criteria & Marking:

- Depth & quality of 3 Dimensional Shape & Form
- Depth & quality of Visual Enquiry
- Quality of Media Skills & Techniques

Drawing exercises carried out in the studio must be completed using individual sheets of A3 paper. Homework practice drawings must be completed in an A4 Visual Diary and clearly demonstrate both your understanding and continual drawing development through practice in your own time.

* 6 Sets of weekly studio tutorial drawings: Including Line & Shape; Visual Language, Tone & Volume; Colour & Tone; Life Drawing (Weeks 1-6)

* 5 Sets of weekly homework practice drawings: Including Line & Shape; Visual Language, Tone & Volume; Colour & Tone; Life Drawing (weeks 1-6)

ASSESSMENT ITEM 2

Type: Design Research

Learning Objectives Assessed: 1, 2

Due Date: Week 9

Weight: 10%

Task Description:

This is a preliminary introduction to academic visual research, critical observation and short critique writing. Students will research the project needs including past and present design solutions to the problem. You are analysing, critiquing and evaluating this research from different perspectives or needs. Your understanding and opinion must be supported with existing written and visual evidence by others. This is a careful analysis of the design project with regards to the practical & functional needs. It is a systematic, yet individual & group response and evaluation of a particular research area in terms of people and their needs as well as the practical implications of a suitable structure or product as in-depth visual research.

Criteria & Marking:

- Quality & depth of academic design research in relation to central proposition and key issues
- Quality & depth of design research using drawing systems & media as concept visualisation

*Design Research forms a critical part of this project where each student will investigate and critique a specific area of need as well as past and existing solutions to the design problem.

*This research will comprise of referenced found images, data and written text by others, your own sketches and any other material required.

*There is no word limit as such however the documented presentation of this research should be of a professional standard using suitable images and minimal text necessary to provide clarity and understanding with regards to the nature and outcome of your research findings. It is recommended that each page should have between 100 – 150 words as a general guide.

ASSESSMENT ITEM 3

Type: Concept Design and Model (Portfolio 2)

Learning Objectives Assessed: 1, 2, 3, 4, 5

Due Date: Week 12

Weight: 40%

Task Description:

This module uses a concept visualisation project based upon the research from Assessment Item 3. It involves the development of progressive visual research using freehand drawing observational and analytic skills through perspective drawing, figure drawings, orthographic projections for concept visualisation, as well as model making and simple construction. The concept visualisation task demonstrates and brings together a combination of all learning throughout the semester.

Assessment will be progressive. You will be assessed on both individual and group evidence and effective use of drawing practice, creativity and innovation, visual diary practice exercises and visual research as a response to the project brief.

Criteria & Marking:

- Quality & depth of academic design research in relation to central proposition and key issues

- Quality & depth of visual enquiry based visual research and understanding using drawing systems & media for concept visualisation
- Quality of modelling as 3 dimensional shape & form
- Quality of explanatory presentation

Assessment 4 is a collaborative group project using teams of three (3) students only. The focus is on drawing and model making for effective presentation of a selected design project.

*Design concept presentation: A set of orthographic drawings for three-dimensional (3D) form in terms of assembly/construction

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course, however, it is important that you are informed about safety issues in the studio environment. Although we are not involved with dangerous mechanical or chemical processes, the possibility of an accident is still there.

FULLY ENCLOSED FOOTWEAR should be worn at all times. Thongs and sandals are not permitted. When using cutting tools such as scalpels or Stanley Knives, ensure that you have adequate instruction on their safe handling and that blades are secure. Use metal safety ruler with a handle if possible. It is not safe to use plastic rulers for cutting. Ensure that you cut on a proper cutting mat and not on a table top. Cut materials with slow precision and NEVER hurry the job!

Spray Adhesive is banned from the studios and associated areas.

If you find any equipment or furniture that is damaged, do not use it. Please report to staff as soon as possible.

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