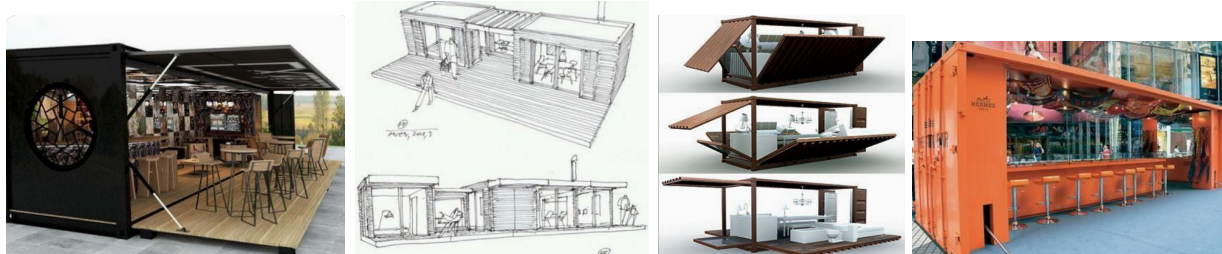


VCD Unit 2 Area of Study 1- Design, place and time

How does design reflect and respond to the time and place in which it is made?

Pop-Up Shipping Container Task

**Task to be completed by Week 2, Term 4
Thursday 17th October**



Note: you will be using the VCAA Technical Drawing specifications document.

Introductory discussion

Field of Design Practice: Environments

<https://drive.google.com/open?id=1QMivcAEs7OjvuvqosTLjff56LM-NWYBa> (Still to be adapted for new Study design)

Task: Key Design features collaborative task:

https://drive.google.com/open?id=L_N7yvlW1eo_44TvQgQTjhIRY9zy-kUZ- (Still to be adapted for new Study design)

Within the field of design practice: **environments design**, we focus on areas such as the built environment; buildings, landscapes, interiors etc.

Environmental Design – presents visual information to communicate information about built/ constructed environments Includes Architectural Design, Interior Design, Landscape Design, Set Design and Exhibition/Display Design.

Environments

Designers generate ideas for the indoor, outdoor and virtual spaces in which we live, work and play. These include but are not limited to residential and commercial buildings, interiors, performance and exhibition spaces, parks, streetscapes and gardens. Designers of environments consider such factors as location, accessibility, usability, configuration, orientation, aesthetic appeal and emotive potential. They also can be responsible for the environments we see in films and video games. Designers working in the field of environmental design include but are not limited to architects, landscape architects, urban designers, interior designers and stylists, set and event designers, exhibition designers, game designers, concept artists, animators and visual merchandisers.

(Study Design pg 19).

<https://au.pinterest.com/ecaudullo/vcd-environmental-design/>

From the Textbook:

https://drive.google.com/open?id=1_N7yvlW1eo_44TvQgQTjhIRY9zy-kUZ- (Still to be adapted for new Study design)

Duration - 6 weeks

What are we actually going to do?

Shipping Container task in Text book:

Ch4 pg 134-135

<https://drive.google.com/open?id=1eHqpltBJiQ2tB9jVuab41CNqC5j6kSPe>

For the **Environmental design** to create a commercial building. You will be designing the fit out of a **Pop up shop** to be fit out within the constraints of a **SHIPPING CONTAINER**. More and more businesses are using the pop-up shop concept to conduct business temporarily in a different location, for sale purposes or to find another way to attract the target audience. It's about offering a different service. But wait, there is more. You will also be working in the **Industrial Design Field** to create **DISPLAY** shelves, racks, or stands for the products in your Pop up Shop. So with the above in mind, select a company or business that you will enjoy working with. This will be the secret to the success of your project – choose something that interests you.



STUDENT PLANNER:

Outcome 1: Design, place and time

Week 1 Discover	• Class discussion on contrasting architectural styles / movements, places and times. • select three architectural designs and conduct research on each one. • Research some <u>existing</u> architectural projects that incorporate shipping containers. Paste <u>existing</u> designs that inspire you into your visual diary ensuring that each is clearly referenced. Annotate <u>two</u> designs as to why it inspires you and how it can be used as a starting point in the generation of ideas. Pinterest board: https://au.pinterest.com/ecaudio/vcd-pop-up-shop-flat-pack-shipping-container-task-/?etl=5271&eq=pop%20up 150 VCD - pop up shop flat pack shipping container task Unit 2 ideas shipping container, pop up shop, flat pack (pinterest.com) 150 VCD - pop up shop flat pack shipping container task Unit 2 ideas shipping container, pop up shop, flat pack (pinterest.com) Further research ideas: Australian Institute of Architects: 2024 Victorian Architectural Drawing Exhibition Visual Communication Designs – Top Designs – Museums Victoria • Review what is 'Good design' at the following: Good Design ovga.vic.gov.au What is "Good" Design? A quick look at Dieter Rams' Ten Principles. - Design Museum Good Design Australia Good Design Awards (good-design.org) • create short reports or annotated displays in their folio outlining how the style of each building reflects contextual factors including economic, technological, cultural, environmental and social influences. • use design terminology to explain and evaluate design decisions made within each of the buildings.
Week 2 Define	• use the Define stage to write a brief which outlines the environmental design problem centred around the need for a Pop-up shipping container fit out of a shop in a particular location of choice. • Discussion on research techniques and strategies. • Conduct further research into other designs by the same architects and / or different architects within a similar style, time or place and compare and contrast the designs. • Developing the <i>Brief</i> - Complete the orange sections Brief (see template - fill in the orange sections, check with your teacher, print and put in folio) TEXTBOOK: • Use the Viscomm textbook pages 123 with drawing conventions and various types of drawing, one, two point perspective. Isometric and paraline drawing techniques.

- divergent and convergent thinking strategies and design thinking.... P142 for deliver and 143 for Design thinking.

Week 3

Define

- **Research** - Target Audience Profile



LOCATION – The pavilion will attract those who already live in Port Fairy and surrounding coastal towns. However, Port Fairy attracts a large amount of visitors from Victoria and interstate during holidays and long weekends. The pavilion will need to entice visitors as well as locals.



Audience Profile Pavilion by the sea

CULTURE & RELIGIOUS BACKGROUND
Port Fairy is a historic shipping town and celebrates historic traditions. There is a local culture and a culture associated with tourism. Many tourists are of a high – medium socioeconomic status (referring to both financial and social situation – many tourists would be well educated and working professionals) and this tourism brings with it trade and associated financial gains to the community. The design will need to explore aesthetics and features of quality with urban traits.



EDUCATION – Education levels are varied among locals and people work in a variety of areas including retail, hospitality, trades, farming through to professional careers in medical and education. The tourist industry includes people with a wider net of education and career connections.



INTERESTS – Which covers a range of categories including music and fashion. It may be a group of professionals or an organisation of people who share a common interest.



AGE – There is no specific age limit to consider when designing this pavilion. It will need to cater for all, including children, teenagers, young professionals, middle aged and the elderly.

GENDER – The pavilion will target males and females (non-gender-specific)

- **Research** - Context/Location - how does the context/location affect how you might design a shop? Collect primary research about the location to inform your designs.

- Site analysis
- Introduction to a site analysis and what it involves.
- conduct an analysis of the site using observational drawing and photography to document the existing site conditions, such as the site dimensions, existing building and its materials, surrounding buildings, solar path, wind direction, topography and any other relevant information.
- **Research** - Technical Drawing - Floor Plan and planometric of shipping container to use as a starting point - Scale 1:50 (We have used the Textbook given dimensions of 6m long x 2.4m wide x 2.4m high).
- use supporting annotations to explain the current state of the site and how this might influence their design for the shipping container.

	Refer back to what you learnt in Unit 1 about the history of design. Identify a Design Era (time/historical context) of relevance to draw inspiration from such as Art Deco for a hairdressing pop up shop, for example. Research and collect imagery of relevance to draw inspiration from.
Week 4 Develop	<u>NGV Excursion:</u> <u>Studio Challenge Architecture is Everything: With Architect Louise O'Brien – Secondary NGV</u> Excursion to the National Gallery of Victoria for Studio Challenge Architecture is Everything with Louise O'Brien. Aimed at Secondary students to cover the following learning objectives: - Identify and discuss sources of inspiration for architecture - Describe the relationship between the built environment, people and the landscape - Define biophilia and how it might be used in architecture to impact health & wellness - Explore and identify the characteristics and possibilities of different spatial forms - Synthesise information from different sources and use lateral thinking techniques to draw parallels and create original proposals and artefacts - Communicate design inspiration, ideas and solutions You will be required to take notes, complete the excursion form to add to your folio and take photos at reviewing two pieces of work of interest. - We will enter the Develop stage of the design process by collating inspiration and using convergent thinking strategies to synthesise ideas. - use a combination of schematic and ideation sketches in two- and three-dimensions to generate a range of ideas relevant to the brief. Generation of Ideas - Environments – Create Floor plan x 4 different layouts as part of your visual evidence. - Create a planometric rectangular prism to the shipping container scale. Photocopy this x 6. Create 4 Visualisation sketches with directional arrows and annotations, using SCAMPER & PMI Design thinking tools.

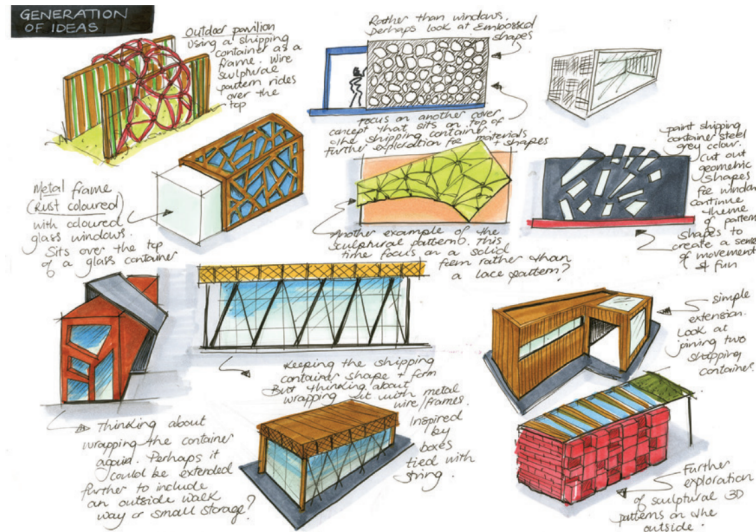


Figure 4.61 Generation of ideas for a shipping container

Week 5

Develop

- develop your ideas further into more precise technical drawings, such as floor plans, elevations, perspective and planometric.
- **Complete 2 concept drawings of a floor plan with dimensions using manual methods. Add the elevations and correct labels and title block.**

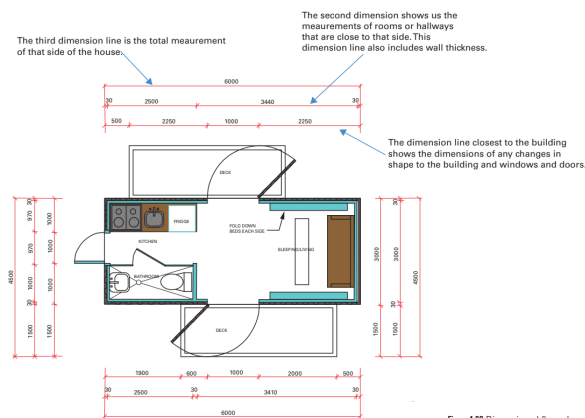


Figure 4.62 Dimensioned floor plan



- can use three-dimensional materials such as cardboard, balsa wood, wire, Lego, etc. to construct and develop your ideas physically to create a prototype.
- Take photos and add with annotations to your visual journal.



Textbook:

- Use the Viscomm links to the drawing requirements

[QR video \(cambridge.edu.au\)](https://www.cambridge.edu.au)

[QR video \(cambridge.edu.au\)](https://www.cambridge.edu.au)

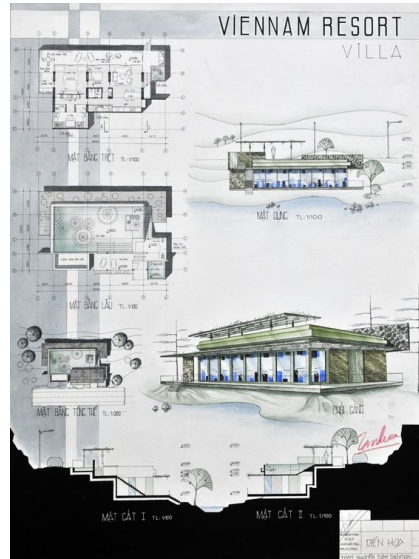
[QR video \(cambridge.edu.au\)](https://www.cambridge.edu.au)

- Review pages 112 onwards in Viscomm textbook for drawing representations, dimensions representations and colour information.
- Model in page 180 of Viscomm textbook for 5.7 Models.
- 2024 Visual Communications Technical Conventions document to explain the VCE requirements for Australian Standards and conventions of drawing techniques.

Week 6

Develop

- Present -
 - Present your ideas in the form of a digital version such as power point presentation, story board, website or a poster to the class. Present your ideas concept board with a range of finalised two- and three-dimensional drawings, with the addition of a three-dimensional model if time permits for the Deliver stage of the Design Process.
 - Have the class critique and take on board feedback.
 - Use critique and/or critical evaluation techniques to determine the design's relevance to the brief, as well as its appropriateness to the context, audience and purpose.
 - take on board feedback and enter the Deliver stage of the Design Process, by presenting your ideas onto a concept board with a range of finalised two- and three-dimensional drawings, with the addition of a three-dimensional model if time permits.
- ❑ **Folio** -Check through your folio. Use Design Process Double Diamond to include relevant **headings** for your folio pages



MORE HELPFUL INFORMATION...

The Design Process From the textbook:

<https://drive.google.com/open?id=1yeZ-MR5MShK97BISPxOe-9cPEWLf0Uxu>

Design Thinking From the textbook:

https://drive.google.com/open?id=1QKjC_n0KvGjcklViT_OeU3-wqL3skR8Y

How to write effective annotations From the textbook:

https://drive.google.com/file/d/1RfFmZLZWj09w1eLk0fLXR0NpBUf9bl_w/view?usp=sharing

ANNOTATION:

Annotation provides written reflection on your design ideas, or observations of other's designs. It involves thinking about your thinking. Good annotation is reflective, succinct and relevant. It conveys and suggests possible directions for further development.

These key questions will help you to make effective annotations:

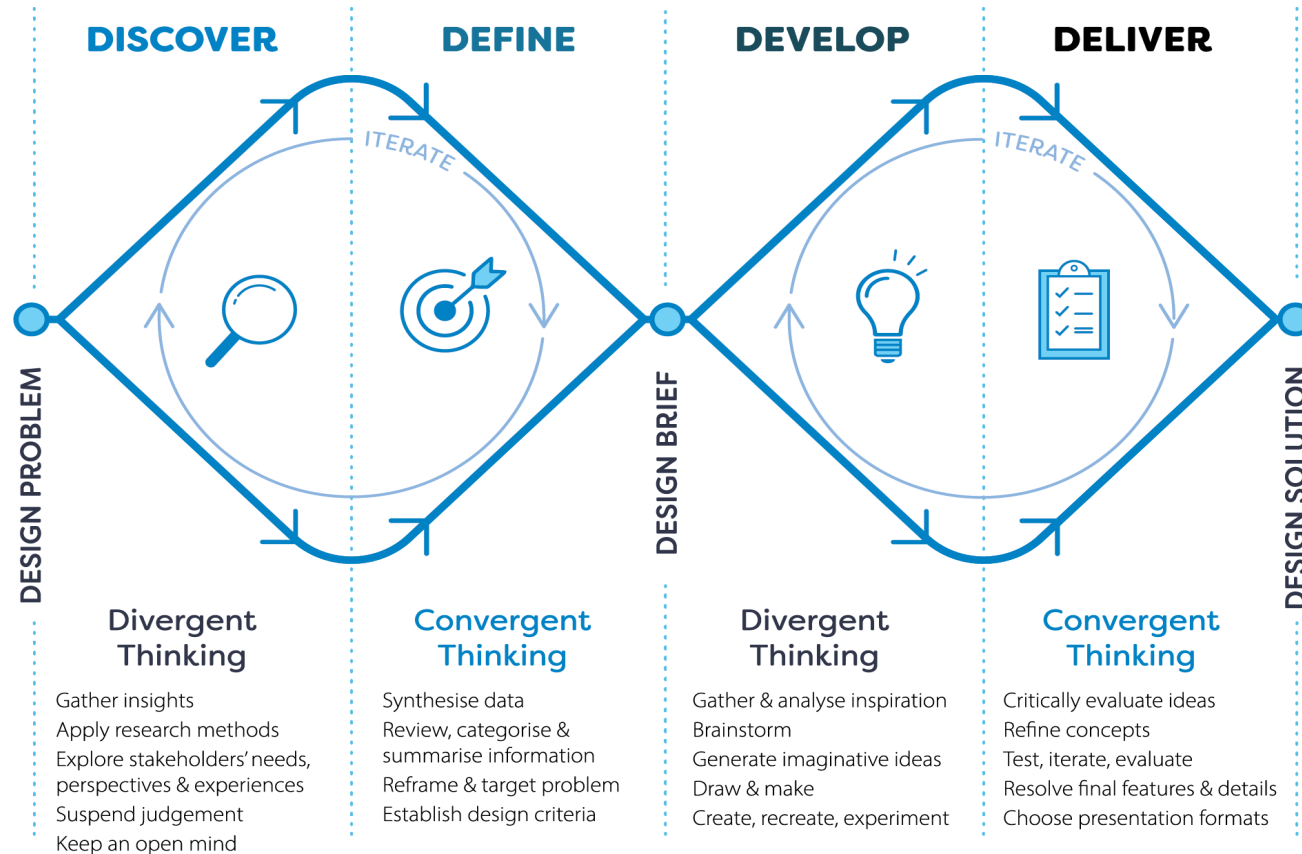
Descriptive: What can you see? Pretend you are describing the image to someone over the phone. Describe the features included in the research imagery.

Analytical: Why might the designer have done this? How have the elements and principles been applied? What has the designer done well? How does it relate to a pop up shop/shipping container/your chosen shop?

Predictive: Where might this idea lead your design ideas? How might this image help you with your design?

Reflective: Is it a good idea? Does it meet the purpose? Does it effectively use elements/principles? What are some possible issues that may arise? Will it appeal to your target audience?

DESIGN PROCESS



Discover

Students begin a design project by gathering insights into the problem at hand, using research methods that are often human-centred to understand the needs and experiences of stakeholders. Students employ divergent thinking as they search widely for new information, suspending judgment and keeping the mind open to new perspectives and possibilities.

Define

Students use convergent thinking strategies to synthesise and make sense of research data. They review, categorise and summarise new information in order to clarify or reframe the problem at hand. Using these insights, students develop a brief in which they identify a client and their communication need/s, and detail the purpose, context, audience or users as well as a list of constraints. These design criteria are used to evaluate the success of design ideas.

Develop

The Develop phase invites students to think divergently once again, seeking and analysing inspiration from a wide range of sources, and generating imaginative ideas aligned with the communication need. They brainstorm with both words and images, and use rapid drawing and making methods to create, recreate, and explore the potential of design ideas. Students experiment with the design elements and principles, while using a range of methods, media and materials in expressive ways. Annotations are used to describe design decisions and evaluate ideas in light of the brief.

Deliver

Students return to convergent thinking when reflecting critically on their design ideas. They use design criteria determined in the brief, together with feedback, to select and refine those with the most potential, creating design concepts for further testing, iteration and evaluation. Students combine methods, media and materials with selected design elements and principles in order to resolve final features and details. Students choose appropriate formats to communicate and present finished design solutions for client approval and the processes of production or implementation for client approval.

BRIEF TEMPLATE:

Fill in the orange sections then check with your teacher, print and put into folio

Brief  name

(Keep the subheadings. A brief is written in a report format)

Title of the design problem

Pop up Shop Shipping container fit out.

Client details

Add details for your client.

Description of the Client

Describe your client in the third person. Provide relevant details about their age, beliefs, size of their business, number of employees, personal lifestyle, or aspirations. Your description should sum them up quickly and concisely so remember to use descriptive words.

Description of the design problem

The client requires a commercial building to be designed with a shipping container as the basis for the design. The shop type.

Audience

The audience for an architectural model may be investors, or the company/client who is wanting the building constructed, whereas the audience for a set of architectural floor plans and elevations may be the client and the building contractors who will be constructing the building.

Who is the target audience for the company? Describe their age, interests, gender, location, socioeconomic status and any other relevant factors.

Target Audiences From the textbook:

https://drive.google.com/open?id=1VA_o9ZUYFTMvbCvRRHq0tXCxUZkU3UMR

Visual communication presentation:

Pop up Shop in a Shipping container fit out for a shop.

Purpose

The intention of the Visual Communication is to depict a commercial building for the client.

Purposes and Context from the textbook:

https://drive.google.com/open?id=1Eq4C1meKhZXXd82CG1x1ffj_AJugzQFY

Context

Where will your shop be located?

Purposes and Context from the textbook:

https://drive.google.com/open?id=1Eq4C1meKhZXXd82CG1x1ffj_AJugzQFY

Context

The Industrial piece will be situated within the shop for products to be displayed on.

Student Signature

Client Signature

Teacher

Date

Note: your brief should have some wiggle room, so I encourage you not to give precise sizes of your finals also some basic dot points in intended explorations (otherwise the design process has been scripted before you begin).

HOW YOU ARE BEING ASSESSED: NOTE: THIS IS A WORK IN PROGRESS

This Rubric has been adapted from the U3/4 SAT Rubric given by VCAA

KEY:

Plain text = direct from U3 Rubrics

Yellow text = additional information to help you make sense of the requirements of the task

VCD Unit 2 AOS1 Shipping Container Shop task

Assessment Criteria	Unit 3 Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Discover: U201 Key Skill: apply the stages of the VCD design process to generate, refine, resolve and present an environmental design solution Key Skill: draw inspiration from contemporary and historical design styles and traditions when responding to an environmental design brief This relates to Unit 3 Outcome 3 Criterion 1 Design research methods to define communication problems.						
Discover	The Discover phase of the VCD process Research methods and diverse thinking to gather insights, identify and analyse the design problem. Use of ethical and legal obligations in research Demonstration of an understanding of good design Analyse and define a design problem. Annotations analyse and evaluate research to define the design problem	Research of Environments & Shipping Container Pop up shops & Design era (time/historical context)				
		A research method is evident. Application of divergent thinking strategies Identifies good design concepts Some indication of good design. May not have connected to the identification of a design problem. Limited annotation included.	Research methods and divergent thinking strategies gather insight and identify a design problem. Concepts of good design are used in the gathering of insights and to identify the design problem. Some attempt to collect imagery of existing architectural projects. Some indication of good design to help identify the design problem, annotation was not included or very minimal.	A range of research methods and divergent thinking gather insights, i and identify a design problem. Concepts of good design are used to gather insights and define the problem. Collected imagery of 4 or more existing architectural projects as well as some that incorporate shipping containers. Annotated 2 of these satisfactorily, identifying aspects of good design. A range of imagery has been collected identifying a Design era (time/historical context) to be inspired by.	A diverse range of research methods and divergent thinking strategies are used to gather insights and examine a design problem. Concepts of good design are used to gather insights and analyse the problem. Collected imagery of 6 or more existing architectural projects as well as some that incorporate shipping containers and some indication of contemporary and historical design styles and traditions. Annotated each of these well, explaining aspects of good design and how these will contribute to identifying/defining a design problem.	A diverse range of research methods and divergent thinking strategies are applied to the investigation to gather insights, analyse and evaluate a design problem. Concepts of good design are used to gather insights and evaluate the problem. Collected imagery of 6 or more existing architectural projects as well as some that incorporate shipping containers, and wider research from contemporary and historical design styles and traditions. Annotated each of these well, explaining aspects of good design and how these will contribute to identifying/defining a design

VCD Unit 2 AOS1 Shipping Container Shop task

					Using 4 step process.	problem. Using 4 step process effectively and authentically.
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐
		Research of Site (location/tcontext), & Target Audience				
		A research method is evident. Application of divergent thinking strategies Identifies good design concepts Included a minimal profile on the target audience. May not have included both visual imagery or information about the audience.	Research methods and divergent thinking strategies gather insight and identify a design problem. Concepts of good design are used in the gathering of insights and to identify the design problem. Included a very basic profile on the target audience. May not have included both visual imagery or information about the audience.	A range of research methods and divergent thinking gather insights, i and identify a design problem. Concepts of good design are used to gather insights and define the problem. Research of Site (location/tcontext) through primary research, photography, observational sketches, etc. Included a satisfactory profile on the target audience. Including both visual imagery and some information about the audience.	A diverse range of research methods and divergent thinking strategies are used to gather insights and examine a design problem. Concepts of good design are used to gather insights and analyse the problem. Included a good quality target audience profile including both visual imagery and information about the audience.	A diverse range of research methods and divergent thinking strategies are applied to the investigation to gather insights, analyse and evaluate a design problem. Concepts of good design are used to gather insights and evaluate the problem. Included a detailed target audience profile including visual imagery and detailed information about the audience.
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Define:

U2O1

Key Skill: respond to contextual factors when designing environments

Key Skill: consider economic, technological, cultural, environmental and social factors that impact environmental design projects

This relates to Unit 3 Outcome 3 Criterion 2 Documentation of a design brief defining two distinct communication needs and the presentation of design criteria

VCD Unit 2 AOS1 Shipping Container Shop task

Define	- The Define phase of the VCD design process is evident. - Use of convergent thinking to define a design problem - Brief - Identification of a client, two ONE communication needs are defined, presentation of design criteria (including purpose, context, audience or users, and constraints) - Design criteria demonstrates an understanding of good design	Uses convergent thinking and identifies a design problem Lists two communication needs in a design brief. Lists design criteria. The brief is lacking much of the required information. Lists but doesn't elaborate on communication need, or perhaps isn't clear.	Uses convergent thinking to reframe and outline a design problem. Identifies two communication needs in a design brief. Outlines design criteria. The brief is lacking some of the required information. Identifies but does not describe communication need/design problem. Does Not discuss client.	Uses convergent thinking to define and describe a design problem. Describes a client and two distinct communication needs in a design brief. Describes design criteria. The brief has been included and you have documented all required information to personalize the given brief.	Uses convergent thinking to examine and discuss a design problem. Discusses a client and two distinct communication needs in a design brief. Discusses design criteria. Included a brief which explains well the required information. Includes discussion of communication need/design problem and client. Specific shop has been identified Some use of VCD terminology	Uses convergent thinking to synthesise and explain a design problem. Explains a client and two distinct communication needs in a design brief. Explains design criteria. Included a brief which is in detail and addresses every aspect. Includes explanation of communication need/design problem and client. Specific shop has been identified and some further details have been added to adapt brief to their chosen shop Good use of VCD terminology
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Develop:

U2O1

Key Skill: select and use a range of appropriate manual and digital methods, media, materials, and design elements and principles to visualise environmental design ideas, concepts and solutions

Key Skill: annotate design ideas and concepts using design terminology to explain and evaluate design decisions

This relates to...Develop Unit 3 Outcome 3 Criterion 3&4

Generate, develop and present a range of design ideas drawing on the design criteria documented in the brief

Develop and present a range of design ideas using methods, materials, media, design elements, design principles and Gestalt principles of visual perception.

VCD Unit 2 AOS1 Shipping Container Shop task

Develop:	- The Develop phase of the VCD design process - An understanding of good design - Use of ethical and legal obligations in the development of design ideas - Divergent thinking strategies - Annotations explain and evaluate design ideas using appropriate design terminology - Design elements, design principles are used to develop and present design ideas drawing on criteria documented in the brief. - Methods, materials and media are used to develop and present a range of design ideas drawing on design criteria - Annotations document the use of methods, materials, media, design elements, design principles in the development and presentation of ideas.	Ideation drawings to generate ideas relevant to the brief				
		Produced 1-3 floorplans demonstrating a minimal understanding of space, flow, size of objects. May not have reconfigured space. Less than 4 planometric visualization drawings and did not apply SCAMPER or PMI feedback	Produced 3- 4 floorplan demonstrating a basic understanding of space, flow, size of objects. Reconfigured in a minimal range of ways. Less than 4 planometric visualization drawings. May have not applied SCAMPER or PMI feedback.	Produced 3- 4 floorplan demonstrating a satisfactory understanding of space, flow, size of objects. Reconfigured in a small range of ways. Produced 4 or more satisfactory planometric visualization sketches using SCAMPER and some PMI feedback methods, media, materials, and design elements and principles to visualise Annotate design ideas and concepts using design terminology to explain and evaluate design decisions	Produced 4x floorplan demonstrating very good understanding of space, flow, size of objects. Reconfigured in a range of ways. Produced more than 5 good quality planometric visualization sketches using SCAMPER and PM Ifeedback	Produced 4x floorplan demonstrating an excellent understanding of space, flow, size of objects. Reconfigured in a wide range of ways. Produced 6 excellent quality planometric visualization sketches using SCAMPER, PMI feedback
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐
		select and use a range of appropriate manual and digital methods, media, materials, and design elements and principles to visualise environmental design ideas, concepts and solutions annotate design ideas and concepts using design terminology to explain and evaluate design decisions				
		Development of design ideas applying methods, materials, media, design elements, design principles Annotations identify the use of	Development and presentation of design ideas using methods, materials, media, design elements, design principles	Development and presentation of design ideas that draw on the design criteria described in the brief that use divergent thinking to explore and experiment with methods, materials, media, design elements, design principles	Development and presentation of design ideas that expand on the design criteria described in the brief by integrating divergent thinking with the exploration of methods, materials, media	Development and presentation of design ideas that explore and expand on the design criteria by integrating divergent thinking with the exploration and experimentation of methods,

VCD Unit 2 AOS1 Shipping Container Shop task

		methods, materials, media, design elements	Annotations outline the use of methods, materials, media, design elements	Annotations reflectively evaluate the use of methods, materials, media, design elements and Gestalt principles of visual perception.	design elements, design principles Annotations critically and reflectively evaluate the use of methods, materials, media, design elements	materials, media, design elements, design principles Annotations critically and reflectively explain and evaluate the use of methods, materials, media, design elements
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Develop:

U2O1

Key Skill: present resolution of effective design solutions to meet the requirements of a brief

Key Skill: apply technical conventions to documentation drawings.

This relates to...Develop Unit 3 Outcome 3 Criterion 3

Generate, develop and present a range of design ideas drawing on the design criteria documented in the brief

		Technical drawings and concepts x 2 Critique & Feedback				
Develop	- The Deliver phase of the VCD design process - Further development and refinement of design ideas - Annotations used to document the refinement and resolution of design concepts.	Generation, development and presentation of design ideas through the application of divergent thinking. Design ideas and feedback strategies are identified in a critique. Has not used feedback	Generation and development of design ideas applying divergent thinking and drawing on design criteria. Design ideas are outlined in a critique. Feedback strategies are identified and responded to.	Generation and development and presentation of design ideas, using divergent thinking, that draw on the design criteria described in the brief. The design concepts are refined and resolved drawing on the criteria outlined in the brief.	Generation, development and presentation of design ideas, integrating divergent thinking, that expand on the design criteria discussed in the brief. The design concepts are refined and resolved drawing on specific aspects of the design	Generation, development and presentation of design ideas, integrating divergent thinking that explore and expand on the design criteria explained in the brief. The design concepts are refined and resolved synthesising on specific

VCD Unit 2 AOS1 Shipping Container Shop task

		from peers to inform refinement. Annotations identify the further development of ideas.	Some use of peer feedback to inform refinement. Annotations outline the further development of ideas.	Design ideas are described in a critique. Feedback strategies are designed and delivered. Appropriate selection of technical drawings relevant to environments, drawn up to a satisfactory level. May have some incorrect dimensions, linework or labels missing. May have dark construction lines. Good presentation of critique. Has used peer feedback to inform refinement.	criteria discussed in the brief. Design ideas are discussed in a critique drawing on specific aspects of the design criteria. Feedback strategies are designed and discussed considering individual design criteria. Appropriate selection of technical drawings relevant to environments, drawn up to a good level. Has shown correct dimensions, linework and labels. Construction lines are light. Very Good presentation of critique. Has used peer feedback well and referred back to the brief (target audience, constraints, etc) to inform refinement.	aspects of design criteria explained in the brief. Design ideas are explained in a critique that evaluates specific aspects of design criteria. Feedback strategies are designed and explained drawing on specific aspects of individual design criteria. Excellent selection of technical drawings relevant to environments, drawn up to a high quality. Has shown correct dimensions, linework and labels. Construction lines are light. May have added cylinders and centre lines. Very Good presentation of critique. Has used peer feedback convincingly and referred back to the brief (target audience, constraints, etc) to inform refinement.
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)

Organization language	●	Only basic terminology used when discussing the design ideas. Very few headings included. Disorganized. May have used incorrect headings. Has not included URLs for imagery that is not their own.	Some use of terminology. May have some of the Design Process heading missing or hard to locate. Limited attempt to include URLs for imagery that is not their own.	Good use of appropriate terminology Design Process Headings used and not hard to locate. Has used appropriate Copyright/legal obligation considerations such as URLs throughout.	Very good use of appropriate terminology Design Process headings used and clearly laid out. . Has used appropriate Copyright/legal obligation considerations such as URLs throughout.	Excellent and consistent use of appropriate terminology Design Process headings used ,clearly laid out. Has used appropriate Copyright/legal obligation considerations such as URLs throughout.
		0 ☐ 1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Teacher comments:

___/70 ___% ___LG

Hello ###,

Thank you for your submission of this task.

This task asked you to research the field of design: Environments, looking at a range of inspiring designs and architects to inspire the development of your own pop up shipping container shop.

It was great to see that you were able to [positive feedback - ie clearly identify the stages of the design process within your folio work]

Looking forward, it would be beneficial to work more on your ability to [area for improvement - ie applying the Materials, methods, media as well as the elements and principles of design to progress your designs further and discuss the effects within your annotations effectively]

As we progress into the next task, let's focus on connecting your designs back to the need and design problem identified within the brief more explicitly.

It was great to see that you [ie documented the feedback from your critique and applied this feedback to push your design further], well done!

- Mrs C