

Extended Curriculum Programme (ECP)

Art and Design

Faculty of Humanities

Department of Design & Studio Art

Central University of Technology, Free State

Compiled by:

Lisa Nel

Table of Contents

• Word of Welcome	3
• Outline of subjects for the ECP 4-year	4
• Subjects for the first year of the ECP	6
• Academic Planner 2011	7
• Important information about the programme	9
• Meet your lecturers	10
• Rules applicable to the programme and CUT	16
• Disciplinary action route	19
• Academic Literacy and Life Skills	20
• Graphic Design Drawing	22
• Fine Art Drawing	32
• Fashion Drawing	42
• Communication Design	53
• Printmaking and Painting	63
• Pattern Drafting	70
• Design Techniques	77
• Ceramics and Sculpture	85
• Basic Sewing	91
• Programme questionnaire	96

Word of Welcome

We hope that this study guide will assist you in your selected field of study.

The aim of this study guide is to assist you in your preparation before each class, and to provide you with the necessary grading criteria that will be expected from you. Ensure that you have read the rules and regulations in the Central University of Technology, Free State's year book. Several of the rules are repeated again in this study guide. Rules applicable to the Extended Programme: Art and Design are also provided.

To quote Milton Glaser, *'The real issue is not talent as an independent element, but talent in relationship to will, desire and persistence. Talent without these things vanishes and even modest talent with those characteristics grows...'*

I trust that you will find the will, desire and persistence to grow your talent this year!

Kind regards



Mrs Lisa Nel
Ecp Programme Coordinator



Outline of subjects for the 4-year ECP Diploma Programme

1st year of study

Programme	Extended Programme
Courses to be taken in first year of study	End-user Computing
	Academic Literacy and Life Skills
	Drawing for Design
	Two-dimensional Design
	Three-dimensional Design
	English and Business Studies (Fashion and Clothing students)
	Clothing Computer Practical (Clothing students)
	English Proficiency

2nd year of study

Programme	Graphic Design	Fine Art	Fashion	Clothing
Courses to be taken in second year of study	Professional Graphic Design Practice I	Communication I	Applied Clothing Technology I	End-user Computing I
	History of Art & Design I	Art Theory I	Business Studies I	Clothing Construction I
	Graphic Design Drawing I	Drawing: Fine Art I	Design Studies I	History of Fashion I
	Communication Design I	Two-dimensional Studies I	Theory of Clothing I	Pattern Construction I
	Design Techniques I	Three-dimensional Studies I		Textile Technology I
			Interior I	Interior I
			English I	English I

3rd year of study

Programme	Graphic Design	Fine Art	Fashion	Clothing
Courses to be taken in third year of study	Professional Graphic Design Practice II	Communication II	Applied Clothing Technology II	Retail Practice II
	History of Art & Design II	Art Theory II	Business Studies II	Behaviour Studies: Food Service II
	Graphic Design Drawing II	Drawing: Fine Art II	Design Studies II	Promotion: Food/Clothing II
	Communication Design II	*Painting II	Theory of Clothing II	Clothing Construction II
	Design Techniques II	*Sculpture II		Pattern Construction II
		*Printmaking II		Textile Technology II
		*Photography: Fine Art II		Interior II
		*Ceramics: Fine Art II		

*Optional Offerings for Fine Art: During the third year of study, the student selects two major instructional offerings, which are continued in the fourth year.

4th year of study

Programme	Graphic Design	Fine Art	Fashion	Clothing
Courses to be taken in fourth year of study	Professional Graphic Design Practice III	Communication III	Applied Clothing Technology III	Retail Practice III
	History of Art & Design III	Art Theory III	Business Studies III	Sesotho I
	Graphic Design Drawing III	Drawing: Fine Art III	Design Studies III	Promotion: Clothing III
	Communication Design III	*Painting III	Theory of Clothing III	Clothing Construction III
	Design Techniques III	*Sculpture III		Pattern Construction III
		*Printmaking III		Business Management I
		*Photography: Fine Art III		Marketing I
		*Ceramics: Fine Art III		Interior III

*Two subjects chosen during third year are continued.

Subjects

(First Year of the Extended Programme: Art and Design)

NQF Level 5

Credit Value: 60 credits

- **Academic Literacy and Life Skills (ALS00FP)** (Everybody)

- **Drawing for Design (FDD00FP)**
Graphic Design Drawing (Everybody)
Fine Art Drawing (Everybody)
Fashion Drawing (Everybody)

- **Two Dimensional Design (DMS00FP)**
Communication Design (Everybody)
Printmaking and Painting (Everybody)
Pattern Drafting (Fashion and Clothing students)

Three Dimensional Design (DIM00FP)
Design Techniques (Everybody)

ELECTIVES

Ceramics and Sculpture (Fine Art and Graphic Design students)

OR

Basic Sewing (Fashion and Clothing students)

- **End-user Computing**
Semester 1 (Fine Art and Graphic Design students)
Semester 2 (Fashion and Clothing Students)
- **English and Business Studies** (Fashion and Clothing students)
- **Clothing Computer Practical** (Clothing students)
- **English Proficiency (PRE1A)** (Everybody)
If you pass semester 1 with 75% you don't have to complete the 2nd module
If you pass with less than 75% you have to complete the 2nd module – PRE2B
If you fail the semester 1 you have to redo the 1st module – PRE2A

Year Planner 2013

Description		Date
First Semester		
Registration of subjects for each individual field of study	<i>Start</i>	21 January 2013
	<i>End</i>	
Orientation of ALL first-year students (COMPULSARY)	<i>Start</i>	23 January 2013
	<i>End</i>	25 January 2013
Classes Start for 1st Term	Start	4 February 2013
Week 1		4 February 2013
Week 2		11 February 2013
Week 3		18 February 2013
Week 4		25 February 2013
Week 5		4 March 2013
Week 6		11 March 2013
Week 7 (Holiday - 21 March 2013)		18 March 2013
Test I for Academic Literacy and Life Skills		To be announced by the lecturer
Classes End for 1 st Term – April Holiday	<i>End</i>	20 March 2013
Classes Start for 2nd Term	Start	8 April 2013
Week 8		8 April 2013
Week 9		15 April 2013
Week 10		22 April 2013
Week 11(Holiday – 1 May 2013)		29 April 2013
Week 12		6 May 2013
Week 13		13 May 2013
Week 14		20 May 2013
Week 15		27 May 2013
Test II for Academic Literacy and Life Skills		To be announced by the lecturer
Semester 1 Exhibition in the Art Hall	<i>Start</i>	10 June 2013
	<i>End</i>	11 June 2013
Community Project – Compulsory (Holiday – 17 June 2013)	<i>Start</i>	3 June 2013
	<i>End</i>	17 June 2013
Classes End for 2 nd Term – June Holiday	<i>End</i>	21 June 2013

Description		Date
Second Semester		
Classes Start for 3rd Term	Start	15 July 2013
Week 16		15 July 2013
Week 17		22 July 2013
Week 18		29 July 2013
Week 19 (Holiday – 9 August 2013)		5 August 2013
Week 20		12 August 2013
Week 21		19 August 2013
Week 22		26 August 2013
Week 23		2 September 2013
Week 24		9 September 2013
Week 25		16 September 2013
Test III for Academic Literacy and Life Skills		To be announced by the lecturer
Classes End for 3 rd Term – September Holiday	<i>End</i>	20 September 2013
Classes Start for 4th Term	Start	30 September 2013
Week 26		30 September 2013
Week 27		7 October 2013
Week 28		14 October 2013
Week 29		21 October 2013
Test IV for Academic Literacy and Life Skills		To be announced by the lecturer
Semester 2 Exhibition in the Art Gallery, Library	<i>Start</i>	28 October 2013
	<i>End</i>	29 October 2013
Classes End for 2013	<i>End</i>	29 October 2013
Registration for 2014 studies close. Please apply at Lapeng Student Centre.		31 October 2013

Important information regarding the programme

Lecturer per subject / module information

Subject	Lecturer	E-mail Address	Birthdays
Academic Literacy and Life Skills	Ms Christa Boshoff	Christa.boshoff@gmail.com	22 March
Fine Art Drawing Printmaking and Painting	Mr Gerald Lemao	geraldlemao@yahoo.com	6 September
Fashion Drawing	Ms Elissa Krugel	ekrugel@cut.ac.za	14 February
Communication Design Design Techniques Graphic Design Drawing	Mr Kabelo Morwalle	kmorwalle@cut.ac.za	20 April
Pattern Drafting Basic Sewing	Ms Wiekie van Schalkwyk	wiekievschalkwyk@gmail.com	21 June
Ceramics and Sculpture	Mr Danio Janeke	djaneke@cut.ac.za	1 July

SMS to Email Service

You can send an SMS to your lecturer's email address. Type the SMS, beginning with the email account name, followed by a space and the rest of the message. Send the SMS to **0820004004**. Standard SMS rates apply.

EXAMPLE: lnel@cut.ac.za How are you?

Secretary contact information

Ms Sylvia Davis
+2751 507 3184
+2751 507 3157 (Fax)

Programme Co-ordinator contact information

Mrs Lisa Nel
+2751 507 3859

Director of School contact information

Prof FE van Schalkwyk
+2751 507 3184

Meet your lecturers for 2013

Danio Janeke

Ceramics and Sculpture Lecturer

ECP students off 2013, welcome to the fantastic and unpredictable world of Fine Art! I am Mr. Danio Janeke, 3Dim lecture in Ceramics and Sculpture, and I will dance with you into a world where imagination is born and developed into artworks; artworks with colourful and devious wings that will fly away with a life of their own. Experience inspiration stimulation that will burst into conceptual thinking, using the combination of illusions and mediums that will communicate with people (the art viewers)... with-out a sound!



Ninette Aucamp

Academic Life Skills Lecturer

Dear Student

I am looking forward to seeing you in the Academic Literacy class as well as the mentoring sessions this year. You are not only going to develop in this class as a person, but you will also acquire academic skills that can help you become the best student that you can be. Put on your working shoes, add your life experiences, and mix it well with a little bit of heart and you are ready to go!



Gerald Lemao

Fine Art Lecturer

Welcome ECP students of 2013, I will be your lecturer for Fine Art this year, the 2 dimensional part of fine art. My role is to walk with you through this amazing world of the finer things in the life of an Artist. We all are going to have a great time during this year and also explore our various interests. Hope you are geared up for the adventure because dedication and headwork are the only tools you need to pack up, the rest we will find on the way....



Elissa Krugel

Fashion Design Lecturer

Welcome to the exciting field of fashion design!

To quote the famous French fashion designer Coco Chanel:

"Fashion has two purposes: comfort and love.

Beauty comes when fashion succeeds."

— Coco Chanel

This subject will give you a colourful, creative taste of fashion drawing. Open your mind to the glamour, glitz and texture of the latest trends. Roll up your sleeves of innovation and let the ideas flow as you design your very own garments and accessories. Here is some insight into how I got to where I am today. I graduated from FichardtPark Highschool from where I then immediately started studying Fashion Design at CUT. I obtained my National Diploma in Fashion design in 2010. While studying I made a name for myself by entering numerous competitions. I started working as fashion drawing lecturer in 2011 while also pursuing my National Higher Diploma in Fashion Design. I see fashion garments as an extension of oneself, of who you want people to see. They are like artworks expressed in colourful, three dimensional, textured fabric that tell a story about the person wearing them. Fashion is a dynamic, rapidly evolving industry. Try fashion drawing, and get in touch with your inner fashionista.

'Fashion fades, style is eternal' Yves Saint Laurent



Kabelo Morwalle

Communication Design and Design Techniques and Graphic Design drawing Lecturer

Hi, my name is Mr. Kabelo Morwalle and I am your Lecturer for 2013. I am originally from the North West Province from a town called Mafikeng and came to Bloemfontein where my design journey began. I obtained my National Diploma and B-tech degree in Graphic Design right here in the Central University of Technology, Free State. I will be monitoring and assisting you in your Communication Design, Design Techniques and Graphic Design Drawing. I am a very passionate, persistent and versatile individual who can't wait to see you grow in the vast fields of Design. Remember: "The only real mistake is the one from which we learn nothing", so I hope that this year WE are going to enjoy learning and exploring the wonderful world of design possibilities.



Wiekie van Schalkwyk

Basic sewing and Pattern drafting Lecturer

I am Miss Wiekie van Schalkwyk. I have been lecturing Clothing and Pattern Construction for the past ten years at the Cut. Pattern and Clothing construction are like a puzzle, every piece of pattern have its specific place in fitting together. With patterns you start to make the puzzle according to the picture you are given. If the pattern is correct the puzzle will work out perfectly and your garment will be correct. And in Clothing you stitch the puzzle pieces together, and they fit only in the correct place. I will help you step by step to complete your Clothing and pattern puzzle as easy as one, two, three... With hard work and determination we can make the start of your career a huge success and I hope you enjoy this class as much as I will.



Rules and regulations of the Extended Programme: Art and Design

THE MOST IMPORTANT RULE OF THE EXTENDED CURRICULUM IS THAT A STUDENT MAY NOT REPEAT ANY SUBJECT EXCEPT COMPUTER LITERACY. IF A STUDENT FAILS ONLY ONE SUBJECT THE STUDENT MAY NOT CONTINUE WITH THE PROGRAMME.

Continuous Evaluation

Students' practical projects (artworks) are evaluated on a continuous basis by the examiner and the moderator for the full duration of the project. (The dates and time frame of each project is specified in the relevant study guide.)

Motivation for continuous evaluation

By means of continuous evaluation, students are enabled to monitor the progress of their practical projects; they are therefore in a position where they can improve on such projects while it is in progress.

Risk Analysis of each project

Each project within the curriculum of the programme is assessed on a risk analysis scale of 1-5 to indicate the scale of difficulty for the student.

- 1 – Low Risk
- 2 – Low / Medium Risk
- 3 – Medium Risk
- 4 – Medium / High Risk
- 5 – High Risk

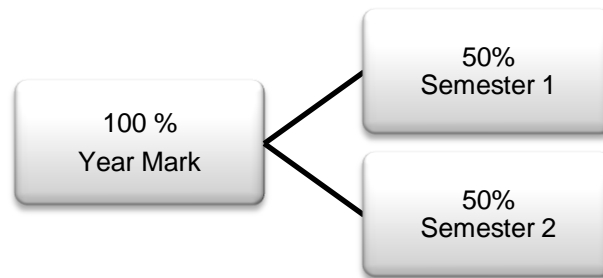
Method of Evaluation Criteria

Continuous evaluation of practical projects/artworks is done by individual rubrics for each practical project which the student has to hand in. All rubrics are available in this study guide.

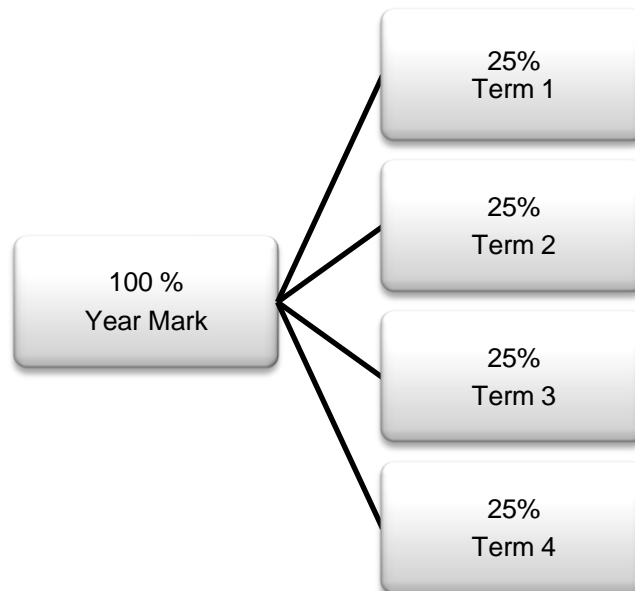
The moderator's function is to evaluate students' practical art projects separately and then to compare his/her marks allocated by the examiner. In the cases of differences between the mark of the examiner and the moderator(s), the principle of consensual assessment is applied. If in exceptional cases the examiner and moderator(s) still fail to reach consensus on the mark, the matter is referred to the Director of the School of Design Technology and Visual Art or his designated representative. The decision of the Director of the School his designated representative is final.

Weight Distribution of Assessment Marks

Practical Subjects' (Drawing for Design, 2 Dimensional Design, and 3 Dimensional Design) weights will be distributed as follows:



Academic Life Skills' weights will be distributed as follows:



Compulsory Class Attendance

From 2011 class attendance was made compulsory. A student must have an attendance mark of at least 80% to write the examination of that subject.

Key points for the successful completion of assignments

- 100% Class attendance.
- All assignments should be approved by the lecturer.
- All progress made on assignments must be seen by lecturer.
- Effective time management by the student.
- A minimum of 60% - 80% of assignments must be done in class (unless stated otherwise by the lecturer).
- There should be sufficient and appropriate references for all assignments.
- Neatness and 100% effort should be applied to all assignments.

Self-Activity

The aims of the subjects and outcomes of each module are presented to students in advance, enabling them to know what they will have to account for at the end of the course. Simultaneously this study guide serves as an aid towards greater self-activity among students - as the learning process naturally implies that it is the student's own responsibility to master detailed knowledge through self study. It also enables the student to attend classes more adequately prepared. The study guide is structured according to a format, that will enable students to formulate their own objectives.

Submitting assignments

All assignments must be submitted in the form required by the lecturer. All assignments must contain the student's name and student number.

Hand-in dates and Exhibitions

Hand-in dates for all assignments are set and are strictly adhered to, thus no extensions will be granted except as stipulated below. Attendance of exhibitions is mandatory. Please do not schedule doctor's appointments, trips out of town and other activities, on those days as the student can be penalised. If you are ill, a doctor's letter must be handed in to the Programme Coordinator within 48 hours. Work that is handed after the deadline will receive a penalty of -10% and an additional -5% for every day after the hand-in date. Five per cent (5%) will be subtracted from the mark awarded to work that is not neatly mounted (should this have been requested by the lecturer).

Projects must be accompanied by suitable references, thumbnails and final roughs. Work that was not approved by the lecturer will not be marked. A minimum of 80% of assignments must be done in class unless otherwise approved by the lecturer.

Evaluation: Code of Conduct

Regular class attendance is of crucial importance to assist lecturers in their endeavor to monitor a student's progress with and interpretation of individual projects. Consequently a student's class attendance will be recorded in an attendance register on a daily basis. Although it will at times be expected from students to partially complete specific projects at home, at least 80% of each project must be completed in class_(unless stated otherwise by the lecturer). Students who fail to comply with this condition will be penalized accordingly. Practical projects that were completed entirely at home without the lecturer being able to monitor the progress of these projects will not be marked. If students are unable to attend a practical class due to illness, their absence must be supported by a valid medical certificate, which must be handed in at the departmental head.

Evaluation Policy and Procedure

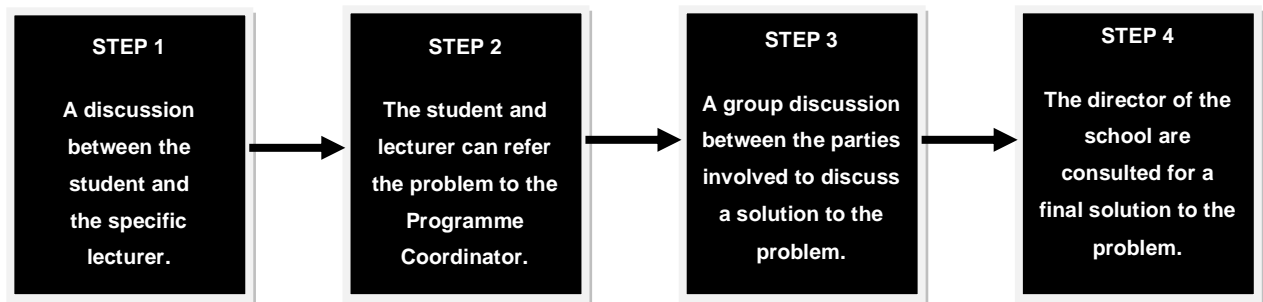
- Evaluation during the presentation of a module can be conducted according to any evaluation method as approved by the department. The obtained mark may form part of the final module mark.
- The complete rules regarding academic evaluations are contained in the Evaluation Policy and Procedure Manual (available at the Library and Information Centre) and all students must be acquainted with the contents thereof. Certain abstracts from the Evaluation Policy and Procedure follow.

Disciplinary action route

School of Design Technology and Visual Art
Extended Programme: Art and Design

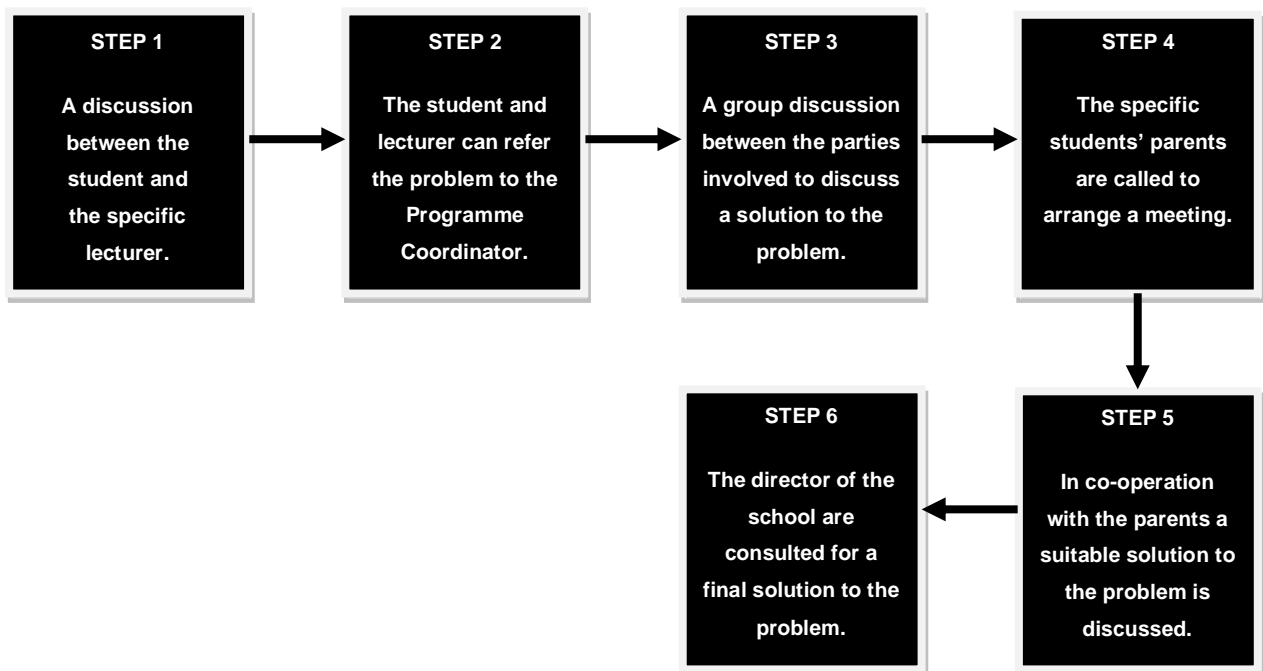
Student

If a student has a complaint or problem with a lecturer or subject, the following route must be used within this programme:



Lecturer

If a lecturer has a complaint or problem with a student(s), the following route will be used:



Academic Life Skills

Lecturer: Ninette Aucamp
Moderator: Christa Boshoff

Subject Credit: 12 credits
3 periods: 2.00 hours per week class time

There are **no examinations** in this subject, but students will go through a process of continuous evaluation. The average marks for the year will be calculated as follows:

Term 1	Assignment 1 30 marks	Portfolio 1 20 marks	Test 1 50 marks	Total Term 1 100 marks
Term 2	Assignment 2 30 marks	Portfolio 2 20 marks	Test 2 50 marks	Total Term 2 100 marks
Term 3	Assignment 3 30 marks	Portfolio 3 20 marks	Test 3 50 marks	Total Term 3 100 marks
Term 4	Assignment 4 30 marks	Portfolio 4 20 marks	Test 4 50 marks	Total Term 4 100 marks
	Assignment Percentage for the year: 30%	Portfolio percentage for the year: 20%	Test Percentage for the year: 50%	Year total: 400 Marks

General rules specific for Academic Life Skills

If you did not write a test, a doctor's letter must be handed in within 72 hours. **Without a doctor's letter, no re-test will be granted.** The facilitator must be phoned or spoken to within 48 hours in order to arrange a re-test.

Specific Outcomes

- Students will learn how to apply problem solving strategies to solve everyday problems and find solutions.
- Students will learn to work effectively in a team.
- Students will learn how to set personal and educational goals and manage their futures.
- Students will learn to collect, analyze, organize and critically evaluate information.
- Students will learn various study strategies and techniques in order to help them obtain their qualifications
- Students must understand the concept of emotional intelligence, and intelligence, and explore their own social styles
- Students will learn to understand and except other people, and to work more effectively with other students.
- Students must be able to develop a portfolio and acquire skills in report writing.
- Students must be able to work effectively in a group with other students.
- Students must be able to live a more balanced and healthy lifestyle.

Developmental Outcomes

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as a responsible citizen in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

Assessment Criteria

- Specific outcomes will be assessed indirectly through the various assessment activities throughout the module. In preparation for assignments and summative assessments, learners will need to manage themselves, recognise different problem-solving contexts, identify and solve problems, manage information, communicate effectively and use science and technology effectively.
- For some class activities and assignments, teamwork will be required.
- Developmental outcomes will be addressed in the Academic Literacy modules, and it is expected of learners that principles and skills learned will be applied in their personal lives and in their approach to all other modules.

The student will be notified by the lecturer of all test and assignment dates for this subject.
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Study material needed for the course

An Academic Life Skills study guide will be given to the students each semester. Students need to bring the study guide for every contact session, and the guides will also be used to complete class activities and group exercises. This study guide also serves as the text book for this course, and will be used for Assignments and portfolios.

Outline of the units

The course consists of the following units:

- Unit 1: Orientation
- Unit 2: Motivation and Self-Knowledge
- Unit 3: Self – Management, Goals, Values, and Vision
- Unit 4: Note - Taking
- Unit 5: Learning Styles
- Unit 6: Memory
- Unit 7: Time Management
- Unit 8: Revision and Examination Techniques
- Unit 9: Healthy Living
- Unit 10: Teamwork
- Unit 11: Critical Thinking
- Unit 12: Stress Management
- Unit 13: Emotional Intelligence
- Unit 14: Problem Solving

Graphic Design Drawing

Lecturer: Kabelo Morwalle

Moderator: Corne' Coetzee

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

8 Projects must be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to realistically illustrate an object that can be used in an advertisement, using graded tones to create depth in a 3-D object.

- You must be able to explain or express your thoughts or ideas with regard to the essential requirements of a drawing and illustration brief. **(S/O 1)**
- You must understand and be able to interpret the design brief. **(S/O 2)**
- You must be able to use a variety of mediums (pencil, pen and charcoal) and techniques (graded tones) effectively. **(S/O 3)**
- You must be able to realistically illustrate an object that can be used in an advertisement. **(S/O 4)**

Assessment Criteria

The eight projects for this module will carry the same weight. A final mark of 50% or more is required in order to pass this module.

- You must be able to group and evaluate your ideas in the thumbnails/concept stage of a project. **(A/C 1)**
- You must be able to select the most suitable idea from your thumbnails/concept. **(A/C 2)**
- You must be able to select pictorial and/or symbolic imagery that will effectively convey the concept of your project. **(A/C 3)**
- You must be able to adjust your concept in accordance with any feedback received from the lecturer when the thumbnails are being signed. **(A/C 4)**
- You must be able to demonstrate a basic understanding of how different parts are connected in an advertisement, the layout of each object within that advertisement and the tonal perception of each object within a specific advertisement using graded tones. **(A/C 5)**
- You must be able to realistically illustrate natural and man-made objects observed. **(A/C 6)**
- You must be able to identify the most important area within your drawing, for example a product's logo. **(A/C 7)**
- You must be able to use a variety of mediums (pencil, pen and charcoal) and techniques (graded tones) effectively. **(A/C 8)**
- You must be able to control or use composition, line and colour in a skilful way to create an image to be used in an advertisement. **(A/C 9)**
- Your final artwork must be finished according to the set standard and neatly mounted according to the specific guidelines set by the lecturer. **(A/C 10)**
- Your work will be assessed by means of an assessment rubric.

PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.

Project 1: Graded Tones (objects)

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
<p>Sketch a detailed drawing of any four 3-D objects by using graded tones. These drawings must be completed in grey pencils only.</p> <p>Format 4 x A4 paper (210mm x 297mm)</p> <p>Medium Grey Pencils</p> <p>Mounting technique will be illustrated in class to students.</p>	<p>A4 paper Grey pencils 4 x 3-D objects Mounting Board Steel ruler</p>	<p>3 4</p>	<p>5 6 7</p>

Assessment rubric for project

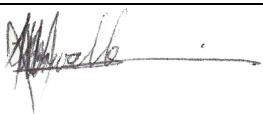

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is perspective illustrated?						4	20/
How professional is the presentation of the work?						4	20/
How creatively positioned are the objects?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div>Facilitator's Signature</div>					<div>Moderator's Signature</div>	

Project 2: Graded Tones (composition)

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
<p>The student is required to combine the previous four 3-D objects into a composition suitable for rendering with graded tones.</p> <p>Format A3 paper (297mm x 210mm)</p> <p>Medium Grey Pencils</p>	<p>A3 paper Grey pencils 4 x 3-D objects</p>	<p>3 4</p>	<p>5 6 7</p>

Assessment rubric for project

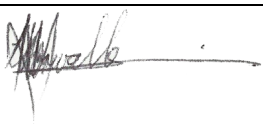

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How well is perspective illustrated?						4	20/
How well is the brief interpreted & conceptualized?						6	30/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 3: Collage

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>This project requires the student to collect different items of different kinds and create a collage. The collage must be represented in a box with four equally-sized windows. The student must render each of these windows in a different medium.</p> <p>Box Width 297mm Height 420mm Depth 50mm</p> <p>Format A3 paper (297mm x 210mm)</p> <p>Medium Grey Pencils Pen & Ink Colour Pencils Mixed Medium</p>	<p>1 x White mounting board A3 paper Items for collage Grey Pencils Pen & Ink Colour Pencils</p>	<p>1 2 3 4</p>	<p>3 4 5 6</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium in block A (B&W pencil) used in an effective manner?						4	20/
Is the medium in block B (Coloured pencil) used in an effective manner?						4	20/
Is the medium in block C (Pen) used in an effective manner?						4	20/
Is the medium in block D (Mixed medium) used in an effective manner?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							

Project 4: Outdoor Advertisement

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
<p>Design graphics for the two side panels of a large Woolworths food transport vehicle. The name of the company must appear on the side panels of the vehicle. Letterings and detail should be clearly visible and the design itself must attract attention within a few seconds.</p> <p>Example Thyme theme can be illustrated through the use of typography and thyme.</p> <p>Format 2 x A3 paper (297mm x 210mm)</p> <p>Medium Colour pencils</p>	<p>Woolworths logo 2 x A3 paper (297mm x 210mm) Colour pencils Appropriate typography Design elements required for each individual's project</p>	<p>1 2 3 4 4 8 9 10</p>	<p>2 3 4 7 8 9 10</p>

Assessment rubric for project


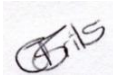
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time??						2	10/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
Is the colours selected used in an effective manner?						4	20/
Is the typography chosen suitable for the design?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div><div>Facilitator's Signature</div></div>					<div><div>Moderator's Signature</div></div>	

Project 5: Shoe Advertisement

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>This project consists out of two components. Firstly the student must create a paste up of a shoe advertisement on an A4 paper (210mm x 297mm). Secondly the A4 paste up must be enlarged using the grid technique to an A3 (297mm x 210mm).</p> <p>The paste up can contain Any type of shoe (sandals, heels, sneakers, etc.) Appropriate typography Logo of shoe brand / Shoe store Slogan</p> <p>Example An exclusive <i>glamour</i> edition shoe range only available at Foschini.</p> <p>Format A4 paper (210mm x 297mm) A3 paper (297mm x 210mm)</p> <p>Medium Colour pencils</p>	Shoe Shoe brand / store logo A4 paper A3 paper Colour pencils Appropriate typography Design elements required for each individual's project	1 2 3 4	2 3 4 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time??						2	10/
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
Is the typography chosen suitable for the design?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div>  <div>Facilitator's Signature</div> </div>					<div>  <div>Moderator's Signature</div> </div>	

Project 6: KOO Advertisement

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The student is required to design an advertisement for a KOO product. This advertisement requires the student to draw a full figure and insert the KOO product into the skin or flesh of the figure.</p> <p>Example Full figure with a variety of fruit inside the arms and legs of figure for KOO mixed fruit salad.</p> <p>Format A4 paper (210mm x 297mm)</p> <p>Medium Colour pencils</p>	<p>KOO logo Full figure KOO product A4 paper Colour pencils Appropriate typography Design elements required for each individual's project</p>	<p>1 2 3 4 10</p>	<p>1 2 3 4 5 6 7 8 9 10</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						2	10/
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 7: DVD Cover

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>Choose your favourite existing animated character. Use good quality references to design the front, rear and side of the DVD cover. Include the necessary typography and a barcode.</p> <p>Example Mickey Mouse, Sponge Bob Square Pants, Tom and Jerry etc</p> <p>Format A3 paper (297mm x 420mm)</p> <p>Medium Colour pencils</p>	<p>A3 paper</p> <p>Colour pencils</p> <p>Appropriate typography</p> <p>Design elements required for each individual's project</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						2	10/
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the typography retraced?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div><div></div><div>Facilitator's Signature</div></div>					<div><div></div><div>Moderator's Signature</div></div>	

Project 8: Surrealism

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The student is required to do active research in the field of surrealism and the various artists that are associated with this specific type of art. This project requires the student to implement the research that was done into a surrealist drawing.</p> <p>Example A can of spray with little artists that creates the work of art.</p> <p>Format A3 paper (297mm x 420mm)</p> <p>Medium Mixed medium</p>	Product / Object A3 paper Colour pencils Grey pencils Pen & Ink Paint Paint brushes Design elements required for each individual's project	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div><div></div><div>Facilitator's Signature</div></div>					<div><div></div><div>Moderator's Signature</div></div>	

Fine Art Drawing

Lecturer: Gerald Lemao

Moderator: Hilda Faber

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

9 Projects to be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to realistically illustrate a figure taking into account the relation between the different body parts as well as the relation between the different body parts and the figure as a whole.

- You must know the basic proportions and structure of the figure. **(S/O 1)**
- You must be able to demonstrate a basic understanding of how the different parts are connected as well as the outline of a figure. **(S/O 2)**
- You must be able to draw a figure in the correct relation with regard to the different body parts taking into account the size of and degree between one part and another making up the whole figure. **(S/O 3)**
- You must be able to represent the figure in a well-planned composition. **(S/O 4)**

Assessment Criteria

The nine projects for this module will carry a variety of weights. A final mark of 50% or more is required in order to pass this module. The assessment criteria for this module include short drawings and drawings done in preparation of the final drawing.

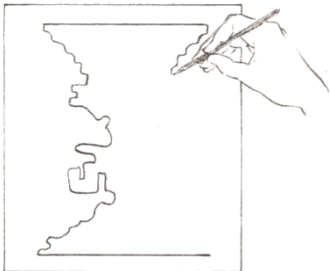
- You must be able to illustrate your knowledge of the basic proportions and structure of a figure and the correct relation of and between the different body parts making up a figure as a whole. **(A/C 1)**
- You must be able to find different ways of dealing with visual problems. **(A/C 2)**
- You must be able to illustrate your skill and the use of your imagination to produce a new work of art within a well-planned composition. **(A/C 3)**
- Your work will be assessed by means of an assessment rubric.

PLEASE NOTE: *A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.*


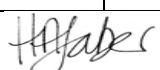
OBJECT DRAWING

Project 1: Form

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
<p>Process Drawing upside down. Drawing requires a certain brain mode. Drawing upside down forces a shift away from the logical hemisphere to the visual, perceptual mode appropriate for drawing.</p> <ul style="list-style-type: none"> <i>Drawing one (FIG A): (Credit 0.33)</i> On the left side of the paper if you are right-handed, or the right side if you are left handed, draw a profile. Draw the profile of the oddest face you can conjure up — a witch, a ghoul, a monster. Finish drawing in one period. <i>Drawing two (FIG A): (Credit 0.33)</i> Copy the upside down drawing projected on the screen. Fill your page. Finish drawing in one period. <i>Drawing three (FIG A): (Credit 0.33)</i> Now copy the image the right way round. Fill your page. Finish drawing in one period.  <p>Figure A</p> <p>Size A2 (420mm x 594mm)</p>	<p>Figure A Pencil and/or Charcoal 3 x A2 white paper</p>	<p>4 5</p>	<p>1 3 6</p>

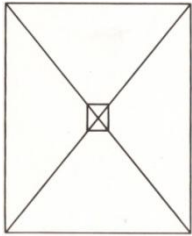
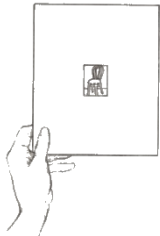
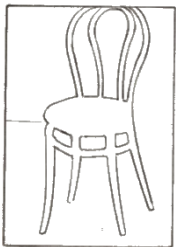
Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)						 Moderator's Signature	



	Facilitator's Signature	
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Project 2: Negative Space

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>Process Draw around the objects only (i.e. the negative space).</p> <ul style="list-style-type: none"> <i>Making of a compositional frame: (Credit 0.1)</i> Take thin cardboard with the same format, proportion and shape as the paper that you are drawing on. Draw diagonal lines from opposite corners, crossing the centre (Fig. B). In the centre of the paper, draw a small rectangle by connecting the horizontal and vertical lines to the diagonals. Cut a small rectangle out of the centre with scissors. <i>Make a drawing of a still life set up in class: (Credit 0.9)</i> The compositional frame will help you to perceive negative spaces by establishing an edge to the space around forms. The negative space around the objects in a still life is to be drawn (Figure B). In this way students are encouraged to observe the space found in between the objects they would normally not concentrate on. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Size A2 (420mm x 594mm)</p>	<p>Figure B A2 white paper Cardboard Scissors NT Cutter Steel Ruler All drawing materials to be available, including charcoal</p>	<p>1 2 3 4 5 5 6</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 3: Texture

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Create a form using only line or texture. Find and look at different textures in nature to investigate the different marks that are made (<i>truth to material</i>). Make a drawing using only line and texture. Make use only of a black ballpoint pen, and draw directly without a pencil pre-sketch. Include all shadows. Fill the entire space of the page with your composition. The purpose of this project is to identify the importance of texture and shape in the construction of an object.	Black Ballpoint pen A2 white paper	1 2 3 4 5	1 2 3 4 5 6
Size A2 (420mm x 594mm)			

Assessment rubric for project


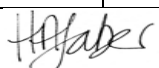
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 4: still life (mixed media)

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Process Use the contrasting effect of different media (ink, pencil, koki and colour pencil) to create a drawing from the still-life provided. The work must be done on an A3 size white paper. The page is divided roughly into 4 sections. After drawing the still-life the sections are filled with respectively the 4 different media. Look at the	Koki, Col. Pencils, pencils, black fine liner, Eraser, Putty rubber A3 white paper	1 2 3 4 5	1 2 3 4 5 6

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 5: Collage Still-life with contrasting objects

Difficulty level of project: 5

Description	Materials Needed	S/O	A/C
<p>Process Draw a selection of angles from the still-life set up in class. Draw in pencil then fill in the background with a collage of NEWSPAPER cuttings. Use black fine-liner, water-colour paint, and other mixed media to create a 3-dimensional composition.</p> <p><u>Practical guidelines (A):</u> The initial collage must be compiled on a white A2 size cartridge paper. The whole page must be filled. Emphasis is on accuracy when drawing the animal skulls and other bones, The choice of cuttings and placing of them is also important.</p> <p>Size A1</p>	A1 white paper or brown cardboard paper. Newspaper cuttings, glue, Black fine-liner, water-colour paint, scissors	1 2 3 4	1 2 3 4

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

FIGURE DRAWING



A lecture on the human anatomy will take place at the Faculty of Health. The date and time will be communicated to you by your lecturer. The lecture will entail the anatomy of the human figure so that you can complete the projects to follow.

Project 6: Pre instruction drawings

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
Process Measurement and scale. <ul style="list-style-type: none"> <i>Drawing one: (Credit .33)</i> Draw a picture of a person <u>without looking at anyone</u>. Use pencil and newsprint: 5-15 minutes per sketch. <i>Drawing two: (Credit .33)</i> Draw a picture of someone — the head only. Use one of your classmates as a model and draw each other. Use pencil and white paper: 5-15 minutes per sketch. <i>Drawing three: (Credit .33)</i> Draw a picture of your own hand. If you are left-handed, draw your right-hand, in whatever position you choose. If you are right-handed draw your left hand. Use pencil and newsprint: 5-15 minutes per sketch. <i>After you finish:</i> On the back of each drawing, write your assessment of the drawing — what is pleasing to you and displeasing to you about each drawing. These comments will be interesting to you at the end of this term. Size A2 (420mm x 594mm)	Pencil and/or Charcoal A2 white paper	1 2 3	1 2 4

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						5	25/
How professional is the presentation of the work?						4	20/
How creative are your designs?						2	10/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 7: Contour Drawings

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>Process Use the contrasting effect of light and dark to create a form.</p> <p>Purpose The purpose of this module is to gain sound knowledge of the figure in space. The project will consist of the use of marks and textures to build a figure. Get different kinds of textures from nature; investigate the different kinds of marks that can be used in a figure drawing.</p> <p>Practical guidelines More than one cartridge is needed for the purpose to experiment. Make rubbings of different textures. Cut these shapes out and paste on separate page. Make formal figure drawing on collage of cut out paper pieces.</p> <p>Size A2 (420mm x 594mm)</p>	<p>Charcoal</p> <p>Scissors</p> <p>Glue (Pritt)</p> <p>4 x A1 white paper</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Assessment rubric for project


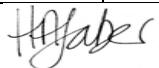
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 8: Contrast using black and grey scale (paint)

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Process Draw from a posing model. First in pencil then using only black ink and water creating a wash effect. Emphasis is on light and dark, shades, depth, form.	Black ink A3 white painting paper Paint brush	1 2 3 4	1 2 3 4
Practical guidelines Sketch on white A3 size cartridge paper with pencil.			
Size A3			

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						2	10/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						5	25/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 9: Collage self-portrait

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Process Students are required to represent themselves in a self-portrait through the use of mixed media. They must bring to the fore all the important factors that they feel represent themselves the best. Use of colour is important and letting your imagination run free. Medium includes: pencil, black fine-liner, paint, magazine / newspaper cuttings, fabric, Photostats. Emphasis is also on neatness, overall composition, imaginative use of mixed media, and a convincing representation of self.	Pencil, black fine-liner, paint, magazine / newspaper cuttings, fabric, Photostats Scissors, glue Eraser A3 white paper and board as a backing	1 2 3 4	1 2 3 4
Size A3			

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						5	25/
How well is the formal & technical manipulation of the visual elements executed?						5	25/
How professional is the presentation of the work?						4	20/
How creative are your designs?						2	10/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Fashion Drawing

Lecturer: Elissa Krugel

Moderator: Lisa Nel

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

10 Projects to be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to realistically illustrate a clothed fashion figure in different mediums within a well-planned composition.

- You must know the basic proportions and structure of the fashion figure. **(S/O 1)**
- You must be able to draw a figure in the correct relation with regard to the different body parts taking into account the size of and degree between one part and another making up the whole figure. **(S/O 2)**
- You must be able to represent the figure in a well-planned composition. **(S/O 3)**
- You must be able to analyse the different fashion trends. **(S/O 4)**
- You must be able to seek inspiration from fashion magazines, art, architecture and food. **(S/O 5)**
- You must be able to keep up-to-date with the latest trends in fashion **(S/O 6)**

Assessment Criteria

The nine projects for this module carry various weights. A final mark of 50% or more is required in order to pass this module.

- You must be able to select the most suitable ideas from your moodboard. **(A/C 1)**
- You must be able to illustrate various garments on fashion figures that will effectively convey the feel of your mood boards. **(A/C 2)**
- You must be able to adjust your concept in accordance with any feedback received from the lecturer when the project is marked. **(A/C 3)**
- You must be able to realistically illustrate textures of natural and man-made fabrics observed. **(A/C 4)**
- You must be able to use a variety of mediums (pencil, pen, chalk pastels, and watercolours) and techniques (graded tones) effectively. **(A/C 5)**
- You must be able to control or use composition, line and colour in a skilful way to create a design concept. **(A/C 6)**
- Your final fashion sketch must be finished according to the set standard and neatly mounted according to the specific guidelines set by the lecturer. **(A/C 7)**
- Your work will be assessed by means of an assessment rubric (p.). **(A/C 8)**
- You must be able to illustrate your knowledge of the basic proportions and structure of a figure and the correct relation of and between the different body parts making up a figure as a whole. **(A/C 9)**
- You must be able to find solutions to dealing with visual problems. **(A/C 10)**
- You must be able to illustrate your skill and the use of your imagination to produce a new fashion drawing within a well-planned composition. **(A/C 11)**



PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.

Project 1: The nine heads template of the fashion figure

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
Process Introduction to the basic fashion figure, design concepts and grey pencil techniques <ul style="list-style-type: none"> Part 1: (Credit 0.25) Basic fashion figure proportions Use 9 head template to draw the basic fashion figure Part 2: (Credit 0.25) Pencil techniques Follow the lecturers instructions and do samples of each of the different pencil techniques Part 3: (Credit 0.25) Moodboard Collect inspiring pictures of skirts from a fashion magazine and create a moodboard by pasting ideas onto a A3 page Part 4: (Credit 0.25) Fashion template skirt design Trace 5 fashion figure templates and use your moodboard as inspiration to design and illustrate 5 skirts. Apply the pencil techniques on the skirts. Size: A3 Visual diary	Pencil HB,2B,4B Eraser 4 x A3 pages Scissors, glue, fashion magazine Black 0.7 fine liner	1 2 3 4 5 6	1 2 4 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your skirt designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					Moderator's Signature 	

Project 2: Oval and triangular techniques

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
Process Vertical balance line of fashion figures, and grey pencil shading techniques. <ul style="list-style-type: none"> Part 1: (Credit 0.25) Pencil shading techniques Follow the lecturers instructions and complete the steps of pencil shading Part 2: (Credit 0.25) Draw the figures provided by your lecturer using the oval and triangular technique Part 3: (Credit 0.25) Moodboard: Collect inspiring pictures of jewellery from a fashion magazine and create a mood board by pasting ideas onto a A3 page Part 4: (Credit 0.25) Trace the template provided and use your moodboard as inspiration to design and illustrate a necklace and earrings. Apply the pencil shading techniques onto the jewellery items. Size: A3 Visual diary	Pencil HB,2B,4B Erasor 4 x A3 pages Scissors Glue Fashion magazine Black 0.7 fine liner	1 2 3 4 5 6 6	1 2 4 5 6 7 8 9 10

Assessment rubric for project


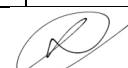
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your jewellery designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					 Moderator's Signature	

Project 3: Body movement

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Learning about body movement, and colour pencil techniques <ul style="list-style-type: none"> Part 1: (Credit 0.25) Follow the lecturers instructions and complete the coloured pencil techniques Part 2: (Credit 0.25) Draw the figures provided by your lecturer using the oval and triangular technique to illustrate body movement Part 3: (Credit 0.25) (homework) Moodboard: Collect inspiring pictures of shirts from a fashion magazine and create a mood board by pasting ideas onto a A3 page Part 4: (Credit 0.25) Trace the template provided and use your moodboard as inspiration to design and illustrate the front drawing of a shirt. Apply the coloured pencil techniques onto the shirt to create interesting fabric textures and prints Size: A3 Visual diary	Coloured Pencils Eraser 4 x A3 pages Scissors, glue, fashion magazine Black 0.7 fine liner	1 2 3 4 6 8	1 2 4 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements of the techniques executed?						4	20/
How professional is the presentation of the work? (shirt design)						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					Moderator's Signature 	

Project 4: Colour pencil shading techniques

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Colour pencil shading techniques and design application <ul style="list-style-type: none"> Part 1: (Credit 0.25) Pencil shading techniques Follow the lecturers instructions and complete the steps of coloured pencil shading Part 2: (Credit 0.25) Collect images of various types of shoes from a fashion magazine and create a mood board by pasting by pasting ideas onto an A3 page. Part 3: (Credit 0.5) Illustrate one of the shoes from your mood board on an A3 paper and apply the colour pencil shading techniques onto the sketch. Size: A3 Visual diary	Coloured Pencils Eraser 3 x A3 pages Scissors Glue Fashion magazine Black 0.7 fine liner	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium for shading used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work? (shoe)						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					Moderator's Signature 	

Project 5: Fleshing out

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Fleshing out the fashion figure and discovering tints, shades and tones <ul style="list-style-type: none"> Part 1: (Credit 0.25) Tints shades and tones Follow the lecturers instructions and complete the steps to mix tints shades and tones using your paint Part 2: (Credit 0.25) Trace the template and flesh out the fashion figure Part 3: (Credit 0.5) Design a garment for the figure in pencil and paint the garment using only one colour of paint in various tints, shades and tones. Size: A3 Visual diary	Watercolour paints Pencil Eraser Black 0.7 fine liner	1 2 3 4 5 6	2 3 4 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					Moderator's Signature 	

Project 6: Fashion hands and feet

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Drawing fashion hands and feet and discovering the colour wheel <ul style="list-style-type: none"> Part 1: (Credit 0.25) Tints shades and tones Follow the lecturers instructions and complete the steps to mix all the secondary and tertiary colours using the primary colours Part 2: (Credit 0.25) Using the templates provided draw the following hands and feet using grey pencils on a A3 page Part 3: (Credit 0.5) Trace the outline of your left hand on a page, and design a glove with patterns and prints. Use your watercolours to paint the glove with secondary and tertiary colours. Size: A3 Visual diary	Watercolour paints Pencil Erasor Black 0.7 fine liner	1 2 3 4 5 6	3 5 6 7 8 8 10

Assessment rubric for project


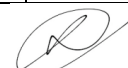
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?neat?headings?						4	20/
How creative are your designs? Glove)						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					 Moderator's Signature	

Project 7: Powder pastel techniques

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Process Powder pastel techniques and learning to draw the face from a front, side and profile view <ul style="list-style-type: none"> Part 1: (Credit 0.25) Powder pastel techniques Follow the lecturers instructions and complete the steps to do powder pastel techniques Part 2: (Credit 0.25) Using the templates provided draw the following faces from a front, side and profile view Part 3: (Credit 0.5) Collect a picture of yourself in a profile view and draw the outlines using grey pencils on colour paper. Use the power pastel techniques to create texture and shading on the face. Make sure you use pastels that complement the colour of the board. Size: A3 Visual diary	Powder pastels A3 textured colour paper Pencil Eraser Black 0.7 fine liner	1 2 3 4 5 6 7 8 9 10	1 3 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner? (powder pastels)						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					 Moderator's Signature	

Project 8: Full figures

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Process Drawing figures with faces, hands and feet <ul style="list-style-type: none"> Part 1: (Credit 0.5) Collect 3 pictures of figures from a magazine and draw the outlines using grey pencils by using the oval triangle techniques .Present them together on an A3 page. Add flesh,faces, hands and feet to your figures. Size: A3 Visual diary	A3 paper Pencil Eraser Black 0.7 fine liner	1 2 3 4	3 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					 Moderator's Signature	

Project 9: Rendering different textures

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process Rendering different textures <ul style="list-style-type: none"> Part 1: (Credit 0.25) Rendering different textures techniques Follow the lecturers instructions and complete the different fabric rendering techniques Part 2: (Credit 0.25) (homework) Rendering different textures Collect 3 different fabric swatches from a fabric store and try to render the textures as accurately as possible in three 10 x 10cm blocks on one page Size: A3 Visual diary	2 x A3 paper Powder pastels Watercolours Oil pastels Coarse salt Pencil Eraser Black 0.7 fine liner 3 swatches of different textured, patterned fabric.	3 4 5 6 7 8 9 10	3 4 5 6 7 8 9 10

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					Moderator's Signature 	

Project 10: Designing presentation

Difficulty level of project: 5

Description	Materials Needed	S/O	A/C
Process Designing your own fashion figure and garment <ul style="list-style-type: none"> Part 1: (Credit 25) Design your own fashion figure using the oval and triangular techniques and Illustrate the figure on a A3 page Collect fabric swatches. Part 2: (Credit 25) Use images from magazines and create a moodboard. Use your mood board and fabric swatches as inspiration to design a garment and accessories for your figure Part 3: (Credit .5) Use mixed media like coloured pencils, pastels and watercolours to add colour to your illustration. Make sure you render your fabric swatches carefully and add them to your presentation. Size: A3 Visual diary	A3 paper Powder pastels Colour pencils Watercolours Pencil Eraser Black 0.7 fine liner 3 swatches of different textured, patterned fabric.	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	Facilitator's Signature 					 Moderator's Signature	

Communication Design

Lecturer: Kabelo Morwalle

Moderator: Corne' Coetzee

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

8 Projects must be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to solve a visual communication problem regarding a project brief using design mediums and elements such as page layout, typography and a company's logo, slogan and images.

- You must be able to form an opinion on a visual communication solution regarding a design project brief. **(S/O 1)**
- You must be able to understand and interpret the requirements of a brief. **(S/O 2)**
- You must be able to create, control and use typography in a variety of mediums to ensure that the correct visual message is conveyed to the consumer. **(S/O 3)**
- You must be able to use and illustrate the different techniques that are used in the communication between the designer and client such as page layout, typography and a company's logo, slogan and images. **(S/O 4)**

Assessment Criteria

The ten projects for this module will carry a variety of weights. A final mark of 50% or more is required in order to pass this module.

- You must be able to interpret and understand the project criteria for each project. **(A/C 1)**
- You must be able to solve a visual communication problem arising from a project using appropriate design elements and mediums. **(A/C 2)**
- You must be able to gather data on a subject through research and apply it appropriately to your project. **(A/C 3)**
- You must be able to form an opinion on the originality and suitability of your concept. **(A/C 4)**
- You must be able to adjust your thumbnail sketch according to the feedback received from the lecturer before you start with your final rough. **(A/C 5)**
- Your final artwork must be finished according to the set standard and neatly mounted according to the specific guidelines set by the lecturer. **(A/C 6)**
- Your work will be assessed by means of an assessment rubric.

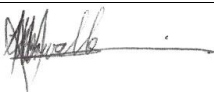
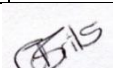
PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.

Project 1: Type anatomy

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
<p>Typography is one of a designer's most important tools that are used to convey a visual message. Typography has many typefaces and different sizes and can be used in combination with layout to create visual messages. The different aspects of different type faces will be illustrated as well as the anatomy of a font. The student is required to hand in an individual assignment of the anatomy of a font and the different word expressions that can be designed only with typography.</p> <p>Format A4 (210mm x 297mm)</p> <p>Medium Any medium</p> <p>Colour Any colour</p>	<p>A4 paper Grey pencils 4 x 3-D objects Mounting Board Steel ruler</p>	<p>3 4</p>	<p>5 6</p>

Assessment rubric for project

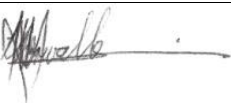
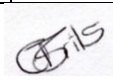
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Anatomy of Typography Typography South-Africa Central University of Technology						6	30/
Expression of Typography Nature Learning Animals Nightlife Design						6	30/
Is the typography selected suitable for the design?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 2: Hierarchy of typography

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>Information hierarchy is applied to create emphasis of the order of importance of typographic information. This can be achieved by using size, weight, stance and capitalization.</p> <p>The student must create one typographic composition. The student may choose their favourite artist in the history of art (the lecturer will give you options in class). You may use shapes and reverse out typography. Your composition must also compliment your selected artist. You must do research on your selected artist. Your composition hierarchy in order of importance is:</p> <ol style="list-style-type: none"> 1. Your artist 2. Ultimate collection 3. World collectors exhibition <p>Format A4 (210mm x 297mm)</p> <p>Medium Fine liners</p> <p>Colour Black and White</p>	<p>Notes on typography</p> <p>Materials for assignment</p> <p>Typography</p>	<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>3</p> <p>4</p>

Assessment rubric for project

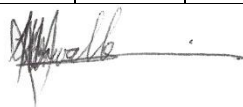
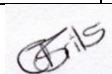
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						4	20/
How well the formal & technical manipulation of the visual elements is executed (Alignment)?						4	20/
How professional is the presentation of the work?						4	20/
How well does the design explain the artists work?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 3: Mind-mapping, Design principles, and Colour

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
<p>Project 4.1: Mind-mapping Mind-mapping is a technique that is used by visual artists to brainstorm ideas. This can be done individually or as a group in a design studio. A group work (maximum 4 students) assignment must be handed-in of a mind-map for a name for a children's party pack that is in the form of a jukebox.</p> <p>Project 4.2: Design Principles The student will be introduced to the design principals of Gestalt and the implementation of these principals into design. A group work (maximum 4 students) assignment must be handed-in illustrating your understanding of each principal and the implementation of that principal as a design element.</p> <p>Project 4.3: Colour The colour wheel will be introduced to the students along with the differences of primary, secondary and tertiary colours. The importance of contrasting colours and colour as a design principal will be the main focus. A group work assignment (maximum 4 students) must be handed in on the differences between each colour category and how it can be implemented into a design. The main differences between CMYK and RGB will be explained. A group work assignment (maximum 4 students) must be handed in on a one, two, three and full colour pamphlets.</p>	<p>Notes Page for mind-mapping Magazine ads Pamphlets Colour carton or Colour pencils</p>	2	1 2 3

Assessment rubric for project



Required Evidence	6	5	4	3	2	1
%	71-100	65-70	60-65	56-60	50-55	0-49
Section A – Mind-mapping						
Section B – where the following Design principles illustrated? <ul style="list-style-type: none"> • Deletion • Proximity • Pattern and Texture • Alignment and Grids • Similarity 						
Section C – Colour						
Section D – Where examples of CMYK Pamphlets collected? <ul style="list-style-type: none"> • One colour • Two colour • Three colour • Full colour 						
Overall neatness						
TOTAL	100					
<div>Students Signature (I accepted these marks)</div>	 Facilitator's Signature			 Moderator's Signature		

Project 4: Multi Language Tourist Indicators

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
<p>London is hosting the Olympics of 2012. For this reason it is necessary to design and implement multi language indicators for all the tourists. You must use the design principle of deletion as well as simplification to design your indicator signs. Your designs must be unique and different from the existing signs. You may not use any typography. You will also need reference from which you will simplify your design. The following indicators must be designed:</p> <ul style="list-style-type: none"> Bathrooms / toilets Information centre Bus stations Train stations Airport ICC World Cup cricket stadium Restaurants Accommodation (use a similar rating system as SA) Car rental Tourist attraction <p>Mind-mapping is a requirement for this project.</p> <p>Format 10 x (100mm x 100mm)</p> <p>Medium Fine liners</p> <p>Colour 2 colours of which one must be BLACK</p> <p>Technique Simplification</p>	<p>Fine liners 10 x (100 x 100mm) Reference</p>	<p>1 2 3 4</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project


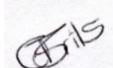
Required Evidence	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Bathrooms / toilets						2	10/
Information centre						2	10/
Bus stations						2	10/
Train stations						2	10/
Airport						2	10/
ICC World Cup cricket stadium						2	10/
Restaurants						2	10/
Accommodation (use a similar rating system as SA)						2	10/
Car rental						2	10/
Tourist attraction						2	10/
Comment						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 5: Logo Design (symbol and type)

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>A logo is a graphical element (ideogram, symbol, emblem, icon, sign) that, together with its logotype (a uniquely set and arranged typeface), form a trademark or commercial brand. The logo is one aspect of a company's commercial brand, or economic or academic entity, and its shapes, colours, fonts, and images usually are different from others in a similar market. The student is required to design a unique logo for a design studio with an accompanying name for the studio through the method of simplification.</p> <p>Example: Blue Spider Design Studio's logo can be symbolized by blue lines that represent the spider web and a blue circle that represent the spider.</p> <p>An object must be brought by the student to class on the brief date for a class demonstration on simplification. Mind-mapping is a requirement for this project.</p> <p>Format 1 x A4 (210mm x 297mm)</p> <p>Medium Coloured Pencils</p> <p>Colour Full Colour (maximum two colours)</p> <p>Technique Simplification</p>	<p>Object 1 x A4 Paper Coloured Pencils Steel Ruler Typography</p>	<p>1 2 3 4 5 6</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project


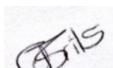
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						2	10/
How well is the use of colour and colour combination?						4	20/
How professional is the presentation of the work?						4	20/
Is the symbol and logo unified?						4	20/
Is the typography chosen suitable for the design?						2	10/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 6: Logo Design (typographic)

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The student is required to design a unique logo for a PRIVATE INVESTIGATORS (example: Magnum PI, A-Team, Tropical Heat, Silk Stakings, CSI, NCIS) by using only a typographic company name with a symbol incorporated into the word. You must create your own PI company. Be creative.</p> <p>Mind-mapping is a requirement for this project.</p> <p>Format 1 x A4 (210mm x 297mm)</p> <p>Medium Coloured Pencils</p> <p>Colour Full Colour (maximum two colours)</p> <p>Technique Simplification</p>	<p>Object</p> <p>1x A4 Paper</p> <p>Coloured Pencils</p> <p>Steel Ruler</p> <p>Typography</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>

Assessment rubric for project

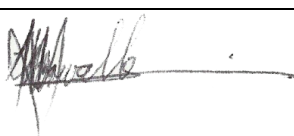
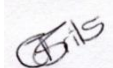
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						2	10/
How well is the use of colour and colour combination?						4	20/
How professional is the presentation of the work?						4	20/
Is the symbol and logo unified?						4	20/
Is the typography chosen suitable for the design?						2	10/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 7: Animation

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>This project requires the student to animate a fruit or vegetable of their choice. This animation will be used for an advertising campaign of MacDonald's to promote healthy eating for children. Be original.</p> <p>Format 1 x A4 (210mm x 297mm)</p> <p>Medium Mixed medium</p> <p>Colour Full colour</p>	<p>1 x A4 Paper Coloured Pencils Fine Liners (0.2, 0.5 and 0.8) Additional material according to student's specific project.</p>	<p>1 2 3 4 5 6</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Were the rough sketches and references submitted on time?						4	20/
How well is the use of colour and colour combination?						4	20/
How professional is the presentation of the work?						2	10/
Does the cartoon reflect healthy heating?						4	20/
Is the typography chosen suitable for the design?						2	10/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 8: Advertising Campaign

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The above mentioned animation will be used for an advertising campaign of Fruit and Veg City to promote healthy eating. The student is required to design an advertising campaign with their animation for this purpose.</p> <p>The advertising campaign must consist out of the following key elements:</p> <p>Promotional item (Design Techniques) Cardboard Stand of Animation (Design Techniques) Advertisement for a magazine (must include the logo of the company, catchy slogan and animation)</p> <p>Format for advertisement A4 (210mm x 297mm)</p> <p>Medium Mixed medium</p> <p>Colour Student's choice</p> <p>Layout is a very important aspect that must be taken into consideration for the advertisement. Layout consists out of the combination of typography and alignment. Firstly typography consists out of heading, sub-headings and body of text. Secondly alignment consists out horizontal and vertical alignment.</p>	<p>1 x A4 Paper Coloured Pencils Fine Liners (0.2, 0.5 and 0.8) Additional material according to student's specific project.</p>	<p>1 2 3 4</p>	<p>1 2 3 4 5</p>

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
How well is the visual impact on healthy eating illustrated?						4	20/
How well is the formal & technical manipulation of the visual elements executed ?						4	20/
How professional is the presentation of the work?						4	20/
How well is the use of colour and colour combination?						4	20/
How well is the brief interpreted & conceptualized?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Printmaking and Painting

Lecturer: Gerald Lemao

Moderator: Hilda Faber

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

7 Projects to be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to illustrate an object and combine it with different elements in an interesting composition. You must also be able to work in the different mediums specified by this module, namely drawing, painting and printmaking mediums.

- You must be able to illustrate an all-over pattern by overlapping shapes. **(S/O 1)**
- You must demonstrate the ability to plan an interesting composition. **(S/O 2)**
- You must be able to illustrate an observed object in detail. **(S/O 3)**
- You must be able to illustrate an object in different mediums. **(S/O 4)**
- You must be able to incorporate typography in your projects. **(S/O 5)**
- You must be able to design your own fashion sketches. **(S/O 6)**
- You must be able to apply basic design principles to your projects. **(S/O 7)**
- You must be able to paint in different colour mediums. **(S/O 8)**
- You must be able to print using different approaches. **(S/O 11)**

Assessment Criteria

The seven projects for this module will carry the same weight. A final mark of 50% or more is required in order to pass this module.

- You must be able to interpret and understand the project criteria for each project. **(A/C 1)**
- You must be able to draw an object realistically. **(A/C 2)**
- You must be able to combine different elements (typography, objects and figures) into an interesting composition. **(A/C 3)**
- You must be able to use your skill and imagination to produce a new work of art. **(A/C 4)**
- You must be able to enlarge an object using the grid system. **(A/C 5)**
- You must be able to work in the different mediums specified in this module, namely drawing, painting and printmaking mediums. **(A/C 6)**
- You must be able to control or use different mediums in a skilful way by making use of composition, form, line and colour. **(A/C 7)**
- Your work will be assessed by means of an assessment rubric.

PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.


PRINTMAKING

Project 1: Drawing Sea Shells

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
<p>Process The focus of this project is on accuracy in both observation and drawing. The creation of new shapes by utilising overlapping of drawn sea shells.</p> <p>Purpose To focus on the application and accurate object drawing and design techniques in 3-D utilising appropriate techniques for an all-over design illustration. Research a variety of sea shell shapes. Do not copy these pictures; translate them into your own design. Do at least 4 small preliminary sketches in your visual diary for approval. Do a final rough on 120gms sketch block paper A3 size and the final choice on A3 size paper 200-300gms. Free hand drawing. Students must overlap drawings to create new shapes for design</p> <p>Size A3 (297mm x 420mm)</p>	2 x A3 Paper Pencils Colour pencils Koki pens	1 2	1 2 4 7

Assessment rubric for project


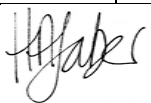
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 2: Still-life in colour

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
Process The focus of this project is on accuracy in both observation and drawing, with the addition of realistic colour.	2 x A3 paper	4	1
	Pencils	5	2
	Colour pencils	6	4
			7
Purpose To focus on the application and accurate object drawing and design techniques in 3-D utilising appropriate techniques for an all-over design illustration.			

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 3: painting: cartoon design on wall

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process The focus of this project is on accuracy in both observation and drawing.	2 x A3 paper	2	1
	Pencils	3	2
	Acrylic Paint	8	3
	Paint Brushes		4
			5
			6
			7
Purpose To focus on the application, accurate object drawing and painting techniques in 3-D utilising appropriate techniques without the use of colour. use your own cartoon design for the wall. Do at least 4 small preliminary sketches in your visual diary for approval. Do a final rough on 120gms sketch block paper A3 size. Transfer the final choice to wall. Free hand drawing.			
Size A3 (297mm x 420mm)			

Assessment rubric for project


Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 4: Magazine cover

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process The focus of this project is on accuracy in both observation and drawing, with the addition of appropriate lettering.	2 x A3 paper	3	1
	Pencils	4	2
	Colour pencils	5	3
	Koki pens		4
	Acrylic Paint		6
	Paint Brushes		7
	Typography		
Purpose To focus on the application of accurate figure drawing in 3-D utilising appropriate colour techniques. Do research on designs and drawings of different Magazines. Do at least 4 small preliminary sketches in your visual diary for approval. Do a final rough on 120gms sketch block paper A3 size. Transfer your sketch of a Faerie drawing to 200-300gms paper size A3 and finalise. Add appropriate lettering, e.g. Celtic letters			
Size A3 (297mm x 420mm)			

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	


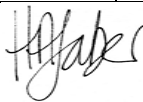
PRINTMAKING

Project 5: Bag project stencil printing a repeat design on fabric

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
<p>Process</p> <p>The focus of this project is on accuracy in both observation and drawing, translating object drawing into a design from sea shells</p> <p>Purpose</p> <p>The application, accurate drawing and stencil printing techniques of sea shells. To acquaint students with repeat design printing for material design. Research suitable sea shell compositions. Do not copy these pictures; translate them into your own design. Do at least 4 small preliminary sketches in your visual diary for approval. Translate designs into a repeat design Do a final rough on 120gms sketch block paper A3 size. Transfer the final choice to A3 or A2 size on 200-300gms paper. Free hand drawing.</p> <p>Size</p> <p>A2 (420mm x 594mm)</p> <p>A3 (297mm x 420mm)</p>	<p>2 x A2 / A3 paper</p> <p>Pencil</p> <p>Acrylic paints</p> <p>Painting brushes</p> <p>Sponges</p> <p>Brushes</p> <p>Masking tape</p>	<p>2</p> <p>3</p> <p>11</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

Assessment rubric for project


Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 6: Serigraphy – Combined T-shirt project

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Process The focus of this project is on serigraphy as a printing process.	3 x A3 paper	2	1
	Paper		2
	T-shirt		3
	Squeegee		4
	Material paints		5
			6
			7
Purpose To focus on the application and accurate object drawing/design and printing techniques by means of serigraphy. Lecturer will demonstrate the printing technique. Research a suitable theme. Simplify the researched pictures and translate them into your own design. Do at least 4 small preliminary sketches in your visual diary for approval. Do a final rough on 120gms sketch block paper A3 size. Transfer the final choice to a silk screen. Students may use more than one colour			

Assessment rubric for project


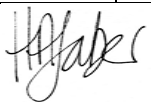
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
 Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 7: Lino – Paper gift bag project

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>Process The focus of this project is on accuracy in both observation and drawing, translating object drawing into a design from INSECTS</p> <p>Purpose The application, accurate drawing and stencil printing techniques of Insects. To acquaint students with repeat design printing for Paper design. Research suitable Insect compositions. Do not copy these pictures; translate them into your own design. Do at least 4 small preliminary sketches in your visual diary for approval. Translate designs into a repeat design. Do a final rough on 120gms sketch block paper A3 size. Transfer the final choice to A3 or A2 size on 200-300gms paper. Free hand drawing.</p> <p>Size A2 (420mm x 594mm) A3 (297mm x 420mm)</p>	2 x A2 / A3 paper Pencil Lino, black lino ink, lino roller, cutting tools, newsprint, cartridge for printing, blue carbon copy paper, thinners for cleaning.	2	1 2 3 4 5 6 7

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How well is the formal & technical manipulation of the visual elements executed?						4	20/
How professional is the presentation of the work?						4	20/
How creative are your designs?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Pattern Drafting

Lecturer: Wiekie van Schalkwyk
Moderator: Doretha Jacobs

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

8 Projects to be completed by the end of the year

Method	Weight	Date of evaluation
Projects	50%	Jun / Dec
Tests	50%	Jun / Dec

Specific Outcomes

After you have completed this module you must be able to recall all relevant terminology regarding patterns and be able to draw and identify different variations on a pattern.

- You must be able to identify various pattern equipment and their uses. **(S/O 1)**
- To work efficiently, the patternmaker must have the proper tools and equipment and know what the different functions of the tools are. **(S/O 2)**
- To distinguish between the different basic pattern terms and pattern drafting terms. **(S/O 3)**
- To discover the marking, manipulation and fabric terms. **(S/O 4)**
- To investigate the different pattern labelling and markings. **(S/O 5)**
- You must be able to know the different terminology regarding measurements and locate the area that need to be measured. They must be able to measure a fellow student in the group and indicate measurements. **(S/O 6)**
- To demonstrate knowledge obtained by drafting basic skirt patterns. You must incorporate different techniques in skirt patterns such as flair, panels and A-line skirts. **(S/O 7)**
- You must be able to apply the basic principles of dart manipulation on a bodice and incorporate these techniques into any design such as style darts and stylelines. **(S/O 8)**
- To discover how to develop different types of sleeves and then demonstrate the knowledge obtained by drafting the sleeves. **(S/O 9)**
- To examine the collar terms and classification and then discover how to develop the different types of collars. **(S/O 10)**
- Designing from the basic dress foundations include modifying stylelines and increasing or decreasing hemlines sweep to change the silhouette. **(S/O 11)**

Assessment Criteria

The eight projects for this module will carry different weights. You must obtain a 50% pass rate.

- A test will follow where the basic knowledge regarding pattern equipment and terminology are tested. **(A/C 1)**
- You will assess one another in a pair by taking measurements themselves, and comparing results. **(A/C 2)**
- Exercises regarding skirts will be assessed according to the assessment rubric. A test to test the students knowledge about skirts **(A/C 3)**
- Exercises regarding dart manipulation of the bodice will be assessed according to the assessment rubric. A test will test the students knowledge about the bodice. **(A/C 4)**
- Exercises regarding sleeves will be assessed according to the assessment rubric. A test will test the students knowledge about sleeves. **(A/C 5)**
- Exercises regarding collars will be assessed according to the assessment rubric. A test will test the students knowledge about collars. **(A/C 6)**
- Exercises regarding dresses will be assessed according to the assessment rubric. A test will test the students knowledge about dresses. **(A/C 7)**

PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number.
The lecturer reserves the right to change the content of the projects and to set deadlines.

Project 1: General class admin and an introduction to basic patternmaking

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
Lecturer introduce basic patternmaking to students.	Notes	1	1
Project 1.1: Pattern tools and equipment Lecturer explains the different methods of pattern construction, tools and equipment used		2	
Project 1.2: Terminology and drafting terms Lecturer explains the different terminology and pattern drafting terms. The student are divided into groups and they have to identify the landmarks and label the outline of the basic blocks		3	
During class: Worksheet 1 A&B Home work: Worksheet 2			
Project 1.3: Marking-, manipulation- and fabric terms Lecturer explains the different pattern marking found on all the patterns, pattern manipulation terms to know how to manipulate patterns and the different pattern term.		4	
Project 1.4: Pattern labelling and marking Lecturer explains the correct way to label and mark all the patterns.		5	
Worksheet 4			

Project 2: Figure Measurements

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
In class demonstration will take place to illustrate the correct method of taking measurements and students will pair up and do the same exercise of taking measurements. Worksheet 3	Notes Measuring tape	6	2
Test 1 Pattern tools and equipment; Terminology and pattern drafting terms; Marking -, manipulation – and fabric terms; Pattern labelling and marking; Figure measurements.	Pattern kit Pattern paper		1

Project 3: Skirt manipulation

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
The manipulation of different types of skirts, waistbands and pockets are explained. A- line skirts, flair skirts, straight skirts, panel skirts, skirts with a difference. Exercises in class	Notes Pattern kit Pattern paper	7	3

Test 2

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Skirt manipulation Students will be assessed on the first semester learning elements. During this practical test they will draft a pattern according to a technical drawing they receive. They must include a master pattern and all necessary pattern information. Student has 3 hours to draft a pattern according to a technical drawing	Pattern kit Pattern paper		3

Project 4: Bodice manipulation

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
The manipulations of the darts on the bodice are explained. Bodices with darts, style lines, buttons and facings are done. The torso foundation is explained by the lecturer. Exercises in class	Pattern kit Pattern paper	8	4

Project 5: Sleeves

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Information of the various sleeves is explained by the lecturer. Exercises in class	Pattern kit Pattern paper	9	5

Project 6: Collars

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Information of the various collars is explained by the lecturer. Exercises in class	Pattern kit Pattern paper	10	6

Test 3

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
The manipulation of the bodice, sleeve, collar and dresses. Students will be assessed on all second semester learning elements. During this practical test they will draft a pattern according to a technical drawing they receive. They must include a master pattern and all necessary pattern information. Student has 3 hours to draft a pattern according to a technical drawing.			

Project 7: Dresses

Difficulty level of project: 3



Description	Materials Needed	S/O	A/C
The manipulation of dresses is explained by the lecturer. Exercises in class	Pattern kit Pattern paper	11	7

Test 4



Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Students will be assessed on all second semester learning elements. During this practical test they will draft a pattern according to a technical drawing they receive. They must include a master pattern and all necessary pattern information. Student has 3 hours to draft a pattern according to a technical drawing.	Pattern kit Pattern paper		



Assessment rubric for Term 1

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Time management: Is the projects complete?						2	10/
Is the project neatly presented?						2	10/
Are all the flair skirts (10,11,12) correct?						6	30/
Are all the skirts with style lines (1,2) correct?						6	30/
Is the Homework done correctly?						4	20/
Comment						20	100/
<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	



Assessment rubric for Term 2

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the project neatly presented?						2	10/
Are all the skirts with button allowance and facings correct?						6	30/
Are all the skirts with gathers done correctly?						6	30/
Are all the skirt pockets done correctly?						4	20/
Is the pattern info correct and complete?						2	10/
Comments:						20	100/
<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Assessment rubric for Term 3

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Are the bodice dart manipulation done correctly?						4	20/
Are all the style lines done?						4	20/
Are all the patterns with button allowance and facings correct?						4	20/
Are all the sleeve patterns done correctly?						4	20/
Are all the collar patterns done correctly?						4	20/
Comments:						20	100/
<div></div> Student's Signature (I accepted these marks)	<div></div> Facilitator's Signature					<div></div> Moderator's Signature	

Assessment rubric for Term 4

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the project neatly presented?						2	10/
Is the dress foundation pattern done correctly?						4	20/
Are all the dress variation patterns done correctly?						6	30/
Are the revision patterns done correctly?						6	30/
Is the pattern info correct and complete?						2	10/
Comments:						20	100/
<div></div> Student's Signature (I accepted these marks)	<div></div> Facilitator's Signature					<div></div> Moderator's Signature	

Design Techniques

Lecturer: Kabelo Morwalle

Moderator: Corne' Coetzee

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

8 Projects must be completed by the end of the year

Specific Outcomes

After you have completed this module, you must be able to build your project with a selection of different materials that will be suitable for the project.

- You must be able understand and interpret the requirements of a brief. **(S/O 1)**
- You must be able to select the most suitable material, design principals and theme for the building of the selected project. **(S/O 2)**
- You must be able to incorporate different materials such as cardboard, plastic, metal, wire, beads, material, Perspex as well as different shapes and forms and typography. **(S/O 3)**
- You must be able to use and illustrate the different techniques that are used in the communication between the designer and client such as typography and images. **(S/O 4)**

Assessment Criteria

The nine projects for this module will carry different weights. A final mark of 50% or more is required in order to pass this module.

- You must be able to interpret and understand the project criteria for each project. **(A/C 1)**
- You must be able to solve a technical problem regarding a project using different materials, design principals and themes. **(A/C 2)**
- You must be able to do research on a particular topic and apply it appropriately to your project. **(A/C 3)**
- You must be able to form an opinion about the originality and suitability of your concept. **(A/C 4)**
- You must be able to adjust your thumbnail sketch with regard to feedback received from the lecturer before you start with your final rough. **(A/C 5)**
- Your final artwork must be finished according to the set standard and guidelines set by the lecturer. **(A/C 6)**
- Your work will be assessed by means of an assessment rubric.

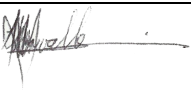
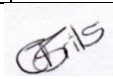
PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.

Project 1: Basic Packaging Principals

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
Design principals of packaging will be reviewed briefly and various packaging templates must be built. Technique Carton work	Templates Scissor NT Cutter Steel Ruler Glue	1 2	1 2 3 4 5 6

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the transferring of the design to cardboard accurate?						4	20/
Is the scoring and cutting of lines accurate?						4	20/
Can the package open and close with ease?						4	20/
Was the template correctly constructed?						4	20/
Are the corners and sides neat?						2	10/
Is the overall project neat?							
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 2: Children's 3-D Educational Letter

Difficulty level of project: 1

Description	Materials Needed	S/O	A/C
<p>Any letter from the alphabet can be built in 3-D. The letter must be educational for children by inserting and making what that letter actually represents and what the child can learn from the letter.</p> <p>For example A = Apple The items that are added on the letter must be made with the Papier mâché technique. The colours that are selected for this assignment must be colourful.</p> <p>Measurements Height: 300mm Width: According to letter Depth: 100mm</p> <p>Technique Carton work Papier mâché</p>	<p>Scissor NT Cutter Steel Ruler Glue Newspaper Flour Cold glue Coloured Carton Paint Paint Brushes Additional materials for each individual student's project.</p>	<p>1 2 3 4 5 6</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project

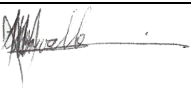
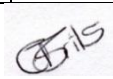
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Where the rough sketches signed by the lecturer on time?						4	20/
How well is the educational quality of the letter illustrated?						4	20/
Was the letter built according to the specifications						4	20/
How creative are your designs?						4	20/
Is the overall project neat?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Project 3: Advanced Packaging Principles

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
The student will be introduced to the different styles of packaging. The student will be required to build several templates such as in project 1.	Templates Scissor NT Cutter Steel Ruler Glue	1 2 3 4	1 2 3 4 5 6

Assessment rubric for project

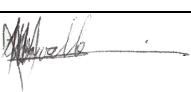
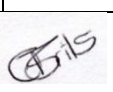
Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the transferring of the design to cardboard accurate?						4	20/
Is the scoring and cutting of lines accurate?						4	20/
Can the package open and close with ease?						4	20/
Was the template correctly constructed?						4	20/
Are the corners and sides neat?						2	10/
Is the overall project neat?							
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 4: McDonald's take away packaging

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
<p>The student must choose one of the items on the McDonald's menu and design a new take away packaging for this product. You will use colour pencils to brand the packaging. The branding must include the following:</p> <p>McDonald's logo Illustration of the product being sold Name of the product</p> <p>Techniques Carton work</p>	<p>Picture of product Logo Typography Scissor NT Cutter Steel Ruler Glue</p>	<p>1 2 4</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project



Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Research Is there enough references? Is information about the industry background collected? Was a mind map used and submitted with final work?						6	30/
How strong is the visual impact of the work?						4	20/
Design Are the colours used the Corporate Colours? Is the Typography used suitable for the package? Is the McDonald's Logo clearly visible? Is there an Illustration of the product being sold? Can the name of the product be seen on the package? Can the package open and close with ease? Is the device user-friendly?						6	30/
Construction Are the corners and sides neat? Is the paper chosen the correct?						4	20/
Comments:						20	100/
Students Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Project 5: Recycle Project

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The "GREEN" movement is a worldwide movement to save planet earth. Use the "GREEN" movement as your inspiration. This can be something like a sculpture. ONLY recycled materials must be used and this can consist of coke cans, plastic bags, scrap metal, mesh wire, signs and scrap wood.</p> <p>Be creative.</p> <p>The final details of this project will be announced in class.</p> <p>Technique Creative Design Incorporating of various materials</p>	<p>Recycled materials Scissor NT Cutter Steel Ruler Glue Hot glue gun Paint Paint Brushes Additional materials for each individual student's project.</p>	<p>1 2 3 5 6</p>	<p>1 2 3 4 5 6</p>

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How strong is the visual impact of the work?						6	30/
How professional is the presentation of the work?						2	10/
How creative are your designs?						6	30/
How well is the brief interpreted & conceptualized ?						2	10/
Comments:						20	100/
Students Signature (I accepted these marks)	 _____ Facilitator's Signature					 _____ Moderator's Signature	



Final Rubric will be given out in class according the final details of this project.

Project 6: Mad Hatter Hats

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
The hats can be created by using the papier mâché technique and decorated accordingly to the theme of Alice in Wonderland.	Hat template	1	1
	Scissor	2	2
	NT Cutter	3	3
Technique	Steel Ruler		4
Carton work	Glue		5
Papier mâché	Newspaper		6
	Flour		
	Cold glue		
	Paint		
	Paint Brushes		
	Additional materials for each individual student's project.		

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the medium used in an effective manner?						4	20/
How strong is the visual impact of the work?						6	30/
How professional is the presentation of the work?						2	10/
How creative are your designs?						6	30/
How well is the brief interpreted & conceptualized ?						2	10/
Comments:						20	100/
<div></div> <div>Students Signature (I accepted these marks)</div>	<div></div> <div>Facilitator's Signature</div>					<div></div> <div>Moderator's Signature</div>	

Project 7: Advertising Campaign

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
<p>The advertising campaign stretches over two modules. For this module it must include the following items:</p> <p>Promotional item (Design Techniques) Cardboard Stand of Animation (Design Techniques)</p> <p>Technique Animation</p>	Any	1 2 3	1 3 6

Assessment rubric for project

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Promotional Item How strong is the visual impact of the work? How neat is the work? How creative is the design?						6	30/
Cardboard Stand of animation How strong is the visual impact of the work? How neat is the work? How creative is the design?						6	30/
How professional is the presentation of the overall work?						4	20/
How well is the brief interpreted & conceptualized ?						4	20/
Comments:						20	100/
<div>Students Signature (I accepted these marks)</div>	<div>Facilitator's Signature</div>					<div>Moderator's Signature</div>	

Ceramics and Sculpture

Lecturer: Danio Janeke
Moderator: Elsjé du Plooy

Subject Credit: 12 credits
4 periods: 2.67 hours per week class time

4 Projects to be completed by the end of the year

General rules specific for Ceramics and Sculpture

All practical projects undertaken by students must be supported by preparatory studies completed in an A2 sketchbook. Preparatory studies completed in this sketchbook must be submitted for evaluation with the rest of practical projects completed during the course of each term. The preparatory studies will be marked as a separate project. The motivation and formulation of aims for each project must be discussed beforehand with the lecturer. A concise (written) formulation of aims for each project must also be submitted in addition to the preparatory studies.

Specific Outcomes

The application of ceramic and sculpture technology and production methods, as well as the qualities of the used materials to achieve imaginative three-dimensional form. The processes mentioned above is achieved by means of experimentation and self-assessment in the manufacturing of ceramic and sculpture objects, which provide evidence of distinctive three-dimensional creative expression.

- The student must be able to transfer 2-D project concepts to a 3-D model through the combination of a series of rough drawings. **(S/O 1)**
- The student must be able to select and combine concepts to create a new and innovative concept. **(S/O 2)**
- The student must be able to use technical skills that were developed in class for the specific project, namely to create and build a 3-D model. **(S/O 3)**
- The student must be able to carve and model realistic clay-patterns. **(S/O 4)**
- The student must be able to carve realistic plaster-patterns. **(S/O 5)**
- The student must be able to model realistic wax-patterns. **(S/O 6)**

Assessment Criteria

The four projects for this module will carry the same weight. A final mark of 50% or more is required in order to pass this module.

- You must be able to create a 2-D project through the combination of a series of rough drawings. **(A/C 1)**
- You must be able to use your technical skills to work in the different mediums specified in this module, namely clay, plaster and wax. **(A/C 2)**
- You must be able to control or use the mediums in a skilful way by making use of different techniques such as engraving, decoration, carving and modelling. **(A/C 3)**
- You must be able to use your skill and imagination to produce a new work of art. **(A/C 4)**
- Your work will be assessed by means of an assessment rubric.

PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number. The lecturer reserves the right to change the content of the projects and to set deadlines.



Project 1: Decorative design for Ceramic vessel

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
PART I Purpose of project To introduce pencil drawing techniques and to introduce students to designing complementary decoration for a ceramic vessel. Compile a composition by searching in any art book/art-magazine/interior book/interior magazine, using a composition frame. Make use of press moulds in combination with coiling as a hand building technique. The design must be a fully developed tonal drawing that includes tonal values, mark making, textures, characteristics, repeating technique, overlapping and negative spaces. Terms used in class Complementary decoration vessel Composition Press mould Tonal values Repeating technique Negative spaces Coiling technique Textures Overlapping PART II Purpose of project The aim of the project is to introduce the following techniques: pinch and coil techniques, burnishing as decorative aspect. The vessel should not be higher than 20cm. Make use of the press mould, pinch and coil technique. Vary the design with slip decoration and the engraving of textures. Before the 'drying out of the vessel, the non-decorated surfaces must be burnished. Terms used in class Slip and Burnished	A4 visual dairy B Pencil Composition frame Art/Interior books/magazines	1 2 3 4	1 2 3 4

Assessment rubric for project 1

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the 2-D design created through the combination of a series of rough drawings?						4	20
Is the technical skills used, as specified in this module, to produce the artwork. (Different techniques such as engraving, decoration, carving and modeling).						4	20
Is the specific material controlled and used in a skilful way.						4	20
Is a new work of art produced through a skill, imagination and creativity?						4	20

How professional is the presentation of the work and time management?						4	20
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

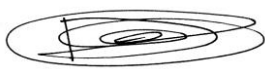

Project 2: Ceramic Panel

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Purpose of project The composition of a Two-dimensional design that may be represented Three-dimensionally on a surface. Creating a composition by listening to varies types of music. The final work of art should form a unity that may be built and/or divided into segments. It is important that textures should be applied so that they contribute towards the balance achieved in the panel. The oxides must be handled in a controlled manner to maintain unity. Glazing will be done by means of a pressure spray gun. The panel, although built and/or divided into segments, should form one composition and unity. It is important to be aware of the focal point of the work of art. Contrast between the textured surfaces will lead the eye back to the focal point and contribute towards the equilibrium of the work of art. Oxide should be applied only on surfaces to be accentuated. Uncontrolled use of oxides may lead to the creation of an unsatisfactory end product. A variation in the height of forms is necessary to prevent monotony. It is important to ensure that your project is rounded off completely.	A4 visual dairy B Pencil	1 2 3 4	1 2 3 4
Terms used in class Glazing Oxide's Focal point Monotone			

Assessment Rubric for project 2

Assessment Criteria	1	2	3	4	5	Weight	Total/Marks
	0-20	21-40	41-60	61-80	81-100		
Is the 2-D design created through the combination of a series of rough drawings?						4	20
Is the technical skills used, as specified in this module, to produce the artwork. (Different techniques such as engraving, decoration, carving and modeling).						4	20

Is the specific material controlled and used in a skilful way.						4	20
Is a new work of art produced through a skill, imagination and creativity?						4	20
How professional is the presentation of the work and time management?						4	20
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

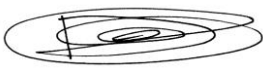

Project 3: Plaster carve and combining it with found objects

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Purpose of project To improve observation skills and to improve conceptual decision-making skills. Carve a Three-dimensional object. Students are required to carve or shape a Three-dimensional object from plaster and to combine it with a found object to finish it off visually and give it conceptual meaning.	Empty plastic containers A4 visual Dairy B Pencil NT- cutter	1 2 3 5	1 2 3 4
Terms used in class Conceptual meaning			

Assessment rubric for project 3

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the 2-D design created through the combination of a series of rough drawings?						4	20
Is the technical skills used, as specified in this module, to produce the artwork. (Different techniques such as engraving, decoration, carving and modeling).						4	20

Is the specific material controlled and used in a skilful way.						4	20
Is a new work of art produced through a skill, imagination and creativity?						4	20
How professional is the presentation of the work and time management?						4	20
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

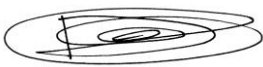

Project 4: Wax figurine and combining it with found objects

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Purpose of project Shape a realistic Three-dimensional figure, self-portrait or animal from wax. To improve observation skills and to improve conceptual decision-making skills. Students are required to model or shape a realistic Three-dimensional figure or animal from wax and to combine it with a found object to finish it off visually and to give it conceptual meaning.	Beeswax/Paraffin wax House foil or masking tape for inner structure	1 2 3 6	1 2 3 4
Size 30cm			

Assessment rubric for project 4

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Is the 2-D design created through the combination of a series of rough drawings?						4	20
Is the technical skills used, as specified in this module, to produce the artwork. (Different techniques such as engraving, decoration, carving and modeling).						4	20

Is the specific material controlled and used in a skilful way.						4	20
Is a new work of art produced through a skill, imagination and creativity?						4	20
How professional is the presentation of the work and time management?						4	20
Comments:						20	100/
Students Signature (I accepted these marks)							
	Facilitator's Signature					Moderator's Signature	

Basic Sewing

Lecturer: Wiekie van Schalkwyk
Moderator: Doretha Jacobs

Subject Credit: 8 credits
4 periods: 2.67 hours per week class time

6 Projects to be completed by the end of the year

Method	Weight	Date of evaluation
Assignment	50%	Jun / Dec
Project	50%	Jun / Dec

Specific Outcomes

After you have completed this module you must be able to interpret a pattern, have knowledge of all terminology and master the different construction techniques as well as to design a garment.

- You must be able to identify and explain various machine equipment and terminology. **(S/O 1)**
- You must be able to thread a straight stitch- and over locker machine themselves. **(S/O 2)**
- You must construct samples illustrating the following: straight stitching, different needle positions, zigzag stitch, open seams, hems, decorative stitching, gathers, buttonholes and over locker stitching. **(S/O 3)**
- In order to understand the machine and to be efficient in sewing one need to stitch straight, this project help the student in stitching straight and give them the confidents in using a sewing machine. **(S/O 4)**
- You must be able to design a creative, modern tracksuit top based on a basic shirt foundation. A pattern must be drawn for the specific design and the garment must be assembled, complete with detail (pockets, hood) and finishes to open and close. **(S/O 5)**
- You must be able to master construction techniques when stitching, waistband and pockets. Tracksuit pants must have a good fit for the client. **(S/O 6)**
- You must be able to construct a handbag, 'brand' it with their own embroidery template and insert a zip and snaps to open and close the handbag. **(S/O 7)**
- You must to be able to challenge themselves to make a pencil case from only using zips. The design should be fully functional and decorated by using machine stitching. **(S/O 8)**

Assessment Criteria

The eight projects for this module will carry different weights. You must obtain a 50% pass rate.

- A class test will follow to asses knowledge obtained regarding the machine equipment, their uses and terminology. **(A/C 1)**
- In-class assessment concerning the capability of the student to thread an over locker and straight stitch machine. **(A/C 2)**
- An assessment rubric. **(A/C 3)**

PLEASE NOTE: A Visual Diary with ALL your pre-sketches and references must also be exhibited and will be marked. This diary must be clearly marked with your name and student number.
The lecturer reserves the right to change the content of the projects and to set deadlines.

General class admin, introduction to machine equipment and their uses.

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
Lecturer explains and illustrates all uses of machine equipment and terminology.	Sewing kit: Fabric scissor Measuring tape Fabric marker Machine needles Thread,Pins	1	1

Machine course

Difficulty level of project: 2

Description	Materials Needed	S/O	A/C
Lecturer demonstrates how various machines are used, and explains threading, cleaning and caring of the machines.	Sewing kit Calico samples	2	2

Project 1: Sample book

Difficulty level of project: 3

Description	Materials Needed	S/O	A/C
Compile a sample book with swatches to illustrate the various machine stitches and techniques. This sample book consists of the fundamental exercises for basic sewing and can be referred to in any stage of the garment construction process.	Sewing kit Calico samples	3	3

Project 2: Machine Stitch Table Cloth

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
In order to understand the machine and to be efficient in sewing one need to stitch straight, this project help the student in stitching straight and give them the confidents in using a sewing machine.	Sewing kit 1.5m cotton fabric (any colour / pattern) 2m Plain cotton fabric 3 x Contrast colour thread NO STRETCH FABRIC	4	3

Project 3: Tracksuit top

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
Use the basic top as inspiration and reincorporate this design into a modern casual wear tracksuit top. Fundamental pieces such as the hood and pockets must be included, but can be redesigned to give the shirt a modern and interesting twist.	Sewing kit 1.5m Track suiting (any colour) Finishes (buttons, zip press-studs) depending on specific design. 3 x matching colour thread	5	3

Project 4: Tracksuit pants

Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
A client asks you to construct a standard pair of tracksuit pants suitable. Refer to your sample book and use the information on how to construct pockets and to assist you during the construction process. Garments can be made on a standard size 32, 34 or 36.	Sewing kit 1m Tracksuiting (Any colour) Matching colour thread	6	3

Project 5: Decorative bag

Difficulty level of project: 4



Description	Materials Needed	S/O	A/C
Accessories form a substantial part of fashion. High-end consumers are willing to pay good money for a branded handbag. You have 4 weeks to construct a practical, creative handbag. Embroid your own template on your handbag, making use of the embroidery machine to give it your own unique look.	Sewing kit Jean fabric (any colour & design) 50cm zip and snaps	7	3

Project 6: Zip pencil case



Difficulty level of project: 4

Description	Materials Needed	S/O	A/C
The students will make a pencil case from zips.	Sewing kit Own fabric as discussed with facilitator All trims and fastenings according to design	8	3



Assessment rubric for Term 1

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Time management: Is the project neat, no loose threads and complete?						2	10/
Is the stitching of the samples correct?						4	20/
Are the machine stitch work even, straight and the tension correct?						6	30/
Are the pattern spacing even?						4	20/
Are the decorative stitching even and straight?						4	20/
Comments:						20	100/
<div>_____</div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	



Assessment rubric for Term 2

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Time management: Is the project neat, no loose threads and complete?						2	10/
Is the stitching straight?						4	20/
Is the patch work correct?						6	30/
Is the finishing off neat and tablecloth pressed?						2	10/
Is the tablecloth lining correct?						6	30/
Comments:						20	100/
<div>_____</div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Assessment rubric for Term 3

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Time management: Are the projects neat, no loose threads and complete?						2	10/
Is the construction of the tracksuit top correct?						6	30/
Is the construction of the tracksuit pants correct?						6	30/
Is the construction of the pockets correct?						4	20/
Is the finishing off neat?						2	10/
Comments:						20	100/
<div></div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Assessment rubric for Term 4

Assessment Criteria	1 0-20	2 21-40	3 41-60	4 61-80	5 81-100	Weight	Total/Marks
Time management: Are the projects neat, no loose threads and complete?						2	10/
Is the decorative bags' construction correct?						6	30/
Is the bag creative?						4	20/
Is the pencil cases' construction correct?						6	30/
Are the projects correctly finished off?						2	10/
Comments:						20	100/
<div></div> Student's Signature (I accepted these marks)	 Facilitator's Signature					 Moderator's Signature	

Programme Questionnaire

Extended Curriculum Programme: Art and Design
School of Design Technology and Visual Art

Year: 2013

The following questionnaire will be used to improve the quality of the Extended Curriculum Programme: Art and Design at this university and may be used in further studies regarding the quality assurance in ECPs, Foundation and Bridging Programmes.

We truly appreciate that you are willing to share your opinions and perspectives with us in filling in the following questions. Please answer all the questions, and write as much as possible. Your comments will serve as qualitative research and will be implemented as far as possible. All personal information will be treated as confidential and will not be published.

Please tear out these pages and return it to the programme co-ordinator. Thank you very much for participation.

SECTION A

Please complete the following questionnaire according to your experiences in the programme
(5 – Very good; 4 – Good; 3 – Average; 2 – Below Average; 1 – Unacceptable)

	5	4	3	2	1
Was the study guide of the programme clear and understandable?					
Were the projects of each module clear and understandable?					
Did the projects help you to understand the course and different disciplines?					
Did you understand how you would be evaluated during the assessment?					
Did the projects in the programme's modules test your knowledge and abilities?					
Were your different lecturers able to assist you adequately with the projects?					
Were the supplies which you bought at the beginning of the year in your material kit sufficient and applicable?					

What module did you enjoy the most? _____

What module did you enjoy the least? _____

What project did you enjoy the most? _____

What project did you enjoy the least? _____

SECTION B

Do you have any comments about the following:

1. How the assessment of programme is being done (rubrics, feedback and etc.)?

2. The lecturers whom are involved in the programme?

3. The classroom environment in which classes where conducted?

4. The mentoring programme which was conducted by Ms Ninette Aucamp?

5. Other support structures that are in place at the University? (Reading classes, Academic Language Proficiency, Computer Skills, etc.)

6. Did the course content mirror and build on your own individual experiences and did your lecturers accommodate this? (Your background such as culture, heritage, and etc).

Questionnaire adapted from the following research: Trewartha, R. (2008). Innovations in bridging and foundation education in a tertiary institution. Australian Journal of Adult Learning, 48 (1), 30 – 49.