Design relevant aspects

Knowledge and understanding

1. Are the context and framework of the project described in a way that the design/gestaltning could be assessed? Is there a clear motivation of what drives the design/gestaltning decisions forward?

Motivation/ Analysis/Context

- environment (e.g. understanding historical/current/contemporary context, cultural and social aspects, trends/movements/styles, industry demands, brand strategy, future forecasting)
- target group (primary & secondary) and user scenario (e.g. emotion, experience, meaning, behaviour)
- expected introduction of the proposed suggestion

2. Is there an intent to question/challenge current trends and normative values in society? If so, is the topic addressed?

Student activities to be assessed:

- documentation of design process(written/image/film)
- oral presentation
- visual presentation
- individual discussion
- group discussion

Competences and skills

3. Does the work demonstrate the ability to explain the design process as well as the end result?

Synthesis/ Evaluation/ Iteration

4. Is the approach/process that has been applied for the exploration clear?
5. Is the chosen process appropriate to the task?
6. Have intent and demarcation been expressed and formulated with respect to the deliverables (result of student activities to be assessed)?
7. Has a generation of alternative suggestions, such as variants of concepts, aesthetics, style and shape been produced? Have they been evaluated?
8. Is there a progression/development of the shape/gestaltning?

Realisation/ Presentation/ Communication

9. Does the chosen method allow for a shared mental image of the product? Does the material visualize, communicate and store the necessary information?
10. Have appropriate representation techniques and methods regarding design/gestaltning representation been applied?
11. Does the work demonstrate the ability to address the intent (as described under Project intent/Context)? Have the reasonable/relevant areas been considered?

Senses/perceptual

- visual
- tactile, haptic, kinaesthetic
- auditory
- olfactory
- gustatory

Cognition/function/use/interaction

- semiotics/meaning/narrative
- ergonomics/anthropometrics/usability
- mechanical/technical aspects

External factors

- production possibilities/limitations
- constraints (e.g. cost, legal, cultural, standards, political)
- services(e.g. maintenance, installation)
- sustainability
  - ecological (e.g. waste of material, source, recycling, waste management, pollution, energy use)
  - social (e.g. experience, emotion, ethics, health, cultural, behaviour, passive use)
  - economical (e.g. impact on individual, organization, society)

12. Have the form related aspects been considered and motivated?

Form organisation

- overall shape/typology
- gesture, character (e.g. visual effects/optical illusions, motion, freeform, carved surface, swinging, overriding)
- expression
- movements and forces
- spatial and functional organization
- relationships/structure (e.g. joints, connections, intersections)
- proportion, scale, balance
- dimension (e.g. tolerance)
- consistency -parts expressing the same language (if desired)

Detailing/craftsmanship

- precision
- surface quality (e.g. split lines, continuity)

Colour and Materials

- material
- texture
- colour strategy
- pattern
- visual composition (layout)

13. Has the work been conducted in an efficient way, meeting the time plan?

Result of student activities to be assessed:

- sketch/drawings/illustration renderings
- technical drawings
- physical models/mock-up prototypes (e.g. looks-like, works-like)
- digital representations 3D, 2D
- photographs of models
- film/animation
- text

Judgement and approach

14. Does the work demonstrate the ability to independently reflect over the final proposal in an uncomplicated but critical way? Have goals vs. achievements been discussed?

Progression

Student learning progression will be evaluated based on the following:

- project complexity
- level of execution
- autonomy
- personal expression
- ability to work according to time plan