

## Instruction and Evaluation Outline

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Course Title: **DRAFTING AND DESIGN TECHNOLOGY 10G**

Teacher: Shane Benson

Evaluation Format:

- Term Project Work - 80%
- Research - 10%
- Tests - 10%

### A. TERM PROJECT WORK

- I. Folder Design 1 Wk app.
- Create a portfolio to hold project work created in the graphic design course.

Learning Outcomes:

- Quality is a basic of good design.
- Know design guidelines—function, reliability, safety, colour, and quality.
- Develop your ideas.

- II. Grid Design 2.5 Wk app.
- With the use of the drafting process enlarge a drawing to a much larger scale.

Learning Outcomes:

- Be able to apply sketching skills and techniques.
- Be able to draw basic geometric shapes.
- Be able to enlarge or reduce the objects using the graph method.
- Be able to use drafting equipment in a safe and efficient manner.

- III. Drafting 3 Wk app
- Using proper drafting tools and techniques, complete three projects presented to you by your instructor (10, 10, 15).

Learning Outcomes:

- Identify many fields of drafting.

- Drawings are often the best way to describe or show our ideas.
- Use drafting equipment in a safe and efficient manner.
- Identify and create geometric shapes.

- IV. Perspective Poster 1 Wk app
- Create a poster incorporating the use of one-point or two-point perspective in design.

Learning Outcomes:

- Locate a horizon line and create a vanishing point.
- Create an idea—develop your idea—create a poster (that includes a perspective).

- V. Graphic Design—Computer and Artwork Design 1.5 Wk app
- Magazine design—You must include the elements of Design on a page to get people to read it. The elements include line, form, shape, mass, colour, and texture. Two-computer designed and one art work.

Learning Outcomes:

- Create an idea—develop your idea—create magazines.
- Quality and colour create a better finished product.

- VI. Architectural Design 2Wk App.
- Design the front elevation of a house.

Learning Outcomes:

- Explain the importance of architectural plans.
- Read and use architect scale.
- Design architectural drawings.

- VII. Drafting—Computer House Design 1.5Wk app
- Create a grid floor plan of house on paper ¼ in.:1 ft. (partially furnished)—20 pt.
  - Create the same floor plan, elevations, fully furnished and landscaped using the computer drafting program—30 pt.

Learning Outcomes:

- Describe the advantage of CAD in preparing

architectural plans.

VIII. Drafting—House Model Design 4 Wk App

- Create a 1:50 mm scale model of a house and landscape the property.

Learning Outcomes:

- Design the term model, mock-up, and prototype.
- Construct scale model of a 3-dimensional shape to scale.
- Use model-making equipment and supplies safely.

IX. Design—Creating with Wood 2Wk App.

- Equipment Safety Test—10 pt.
- Using the woodworking equipment, creating designs With wood—50 pt.

Learning Outcomes:

- To use the tools of a woodworking shop safely.
- To solve design problems:
  - The idea.
  - Develop your idea.
  - Make working drawings.
- Construct the woodwork project.

B. RESEARCH 10 pt.

You will research an area of the Graphics Communication industry and present a short paper.

C. TESTS 10 pt.

- Architectural Drafting
- Model Design
- Woodwork Safety

**Vincent Massey High School  
Course Overview**

**Student Responsibility Guidelines for Assessment and Evaluation**

Students actively engaged in their learning are the essence of the Brandon School Division's mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process. Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a "0" grade for the incomplete assessment and/or evaluation.

For a "0" grade to remain permanent on the student's record for that unit of study, a teacher's records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:

- Grade 9 – 10%
- Grade 10 – 15%
- Grade 11 – 20%

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- Grade 12 – 25%