

**Vincent Massey High School
Course Overview
Instruction and Evaluation Outline**

Course Title: **DRAFTING AND DESIGN TECHNOLOGY 30G**

Teacher: Shane Benson

Evaluation Format:

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

A. TERM PROJECT WORK

- I. Folder Design 1 Wk
- 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
- 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 with the graph method.
- Be able to use drafting equipment in a safe and efficient manner.

- III. Drafting 3 Wk
- Using proper drafting tools and techniques, complete four projects presented to you by your instructor (15, 15, 15, 20).

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. Drafting—AutoCAD 2 Wk
(continuation of Sr.II)
- Learn Tools of CAD
 - AutoCAD Tutorial
 - Drawing with AutoCAD

Learning Outcomes:

- Explain how computer technology is revolutionizing drafting, design, and engineering.
- Explain why the principles of drafting are common to both traditional drafting and CAD.
- Identify many career possibilities related to the fields of drafting and design.

- V. Graphic Design—Computer and Artwork Design 1.5 Wk
- Project as assigned by instructor.

Learning Outcomes:

- Create a desire to communicate graphically.
 - Content—What is to be communicated?
 - Purpose—What will the message stimulate in the reader.
 - Nature of the audience receiving the message.
 - Location of the reader.
- Learn various graphic reproduction programs.

- VI. Drafting HOUSE Design in Perspective 2 Wk
- Design a house using the 1:50 mm scale. The house must be designed in one-point or two-point perspective view. The plan must be fully landscaped .

Learning Outcomes:

- Explain the importance of architectural plans.
- Read and use architect scale.
- Design architectural drawings that include a perspective view.

- VII. Drafting—ARCHITECTURAL CAD 2 Wk
- Explore and research structures such as malls, hotels, stores, etc.
 - Create the floor and elevation plans, fully furnish and landscape the structure using the computer drafting program.

Learning Outcomes:

- Describe the advantage of CAD in preparing architectural plans.

- VIII. Drafting—Model Design 3 Wk
- Create an architectural spatial design utilizing the combination of masses, areas and lines. A specific design process is developed using drawings and models. The elements of the model can be described and developed according to different properties, themselves dependent upon the design ideas. These are the shape, size, direction (position), shading, color and nature of the surface. The architectural model represents a spatial representation (scale model) of the real thing.

Learning Outcomes:

- Define 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 3 Wk.

- Equipment Safety Test—10 pt.
- Using the tools in the lab—50 pt
- Create projects in wood that incorporate:
 - ◇ 3-D Dimensional
 - ◇ Intarsia
 - ◇ Artistic Inlay Design
 - ◇ Relief Carving

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 marks

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

C. TESTS 10 marks

- Architectural Drafting
- Model Design
- Woodwork Safety

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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%
- Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be $(80)(0.15)=12$. The adjusted mark would be $80-12=68\%$.

Once the late assessment is marked, the penalized assessment mark will replace the "0" grade that was originally assigned to the student by the teacher.

If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the "0" grade assigned to it will remain on the student's evaluation records. The "0" grade(s) will be calculated into the student's final mark for the unit of study and will be used in the calculation of the final grade of the course.

