

## DESIGN THROUGH OBJECT

The first year – first semester design Process initiates the process of 'Design thinking', by having a setup of experimental learning.

1. **Observation and Recording**
2. **Imaginative drawing and / or searching one's visual memory**
3. **Composition**

**"What is NOT design?"** Is the first question asked to students. The discussion then leads to few more questions of what is construction, object and detail? Students are then asked to empty the pockets and put all the objects on the table. Further they are asked to categorize it. The rational of the categorization is where students start to think.

### **Exercise – 1: Small handy object**

Each student needs to bring a small handy size object that can fit easily in palm. Collect all the objects from class and place them on table. Ask any student to categorize them based on his understanding. Discuss his/her rational for categorization and its general acceptance among other students. (Possible categories can be utility, color, material etc.).

## Exercise – 2: Imaginative drawing and / or searching one's visual memory

Three sketches, a memory sketch of an incident while 8 years old, favorite spot in maternal uncle's house and a map of neighborhood to invite for birthday party. The attempts brought forward the idea of capturing the moment when the incident happened.

## Exercise – 3: Story (Of age 8 – 10 year)

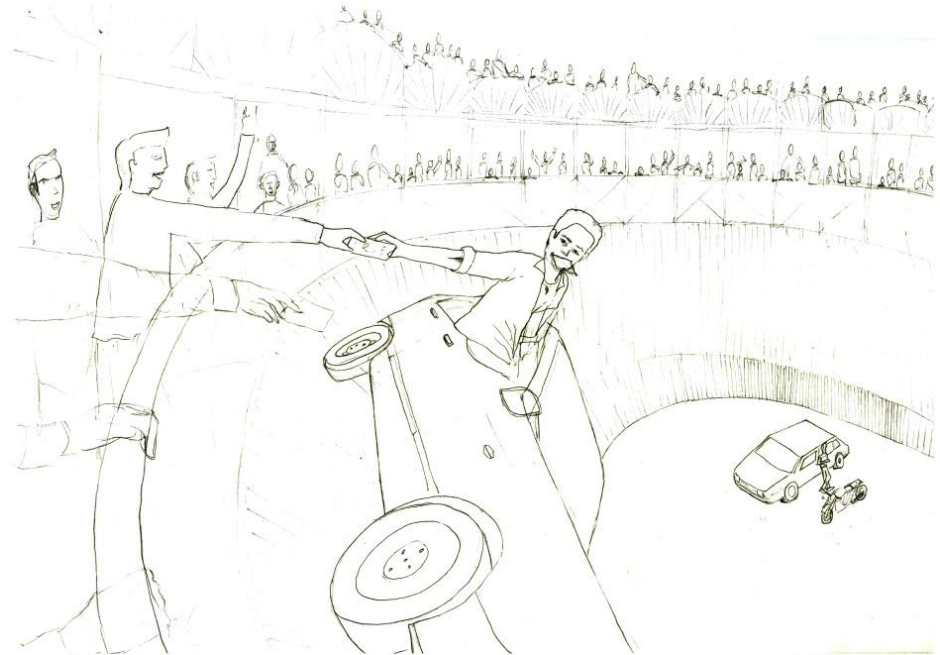
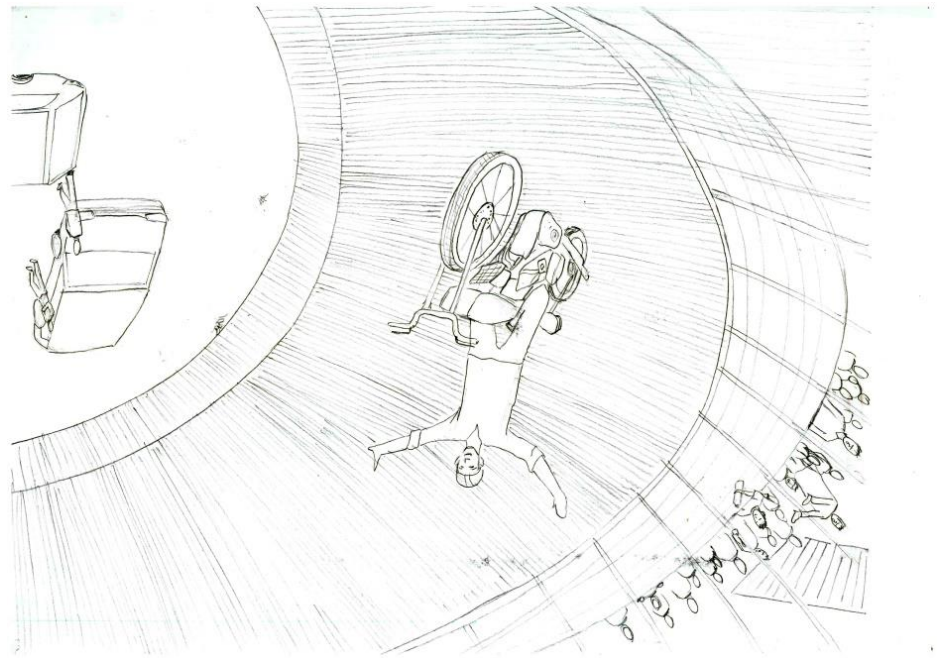
Each student is supposed to recall a small incident of their own at the age of 8 – 10 year and sketch them on specified paper size. Only illustration and graphics are allowed.

## Exercise – 4 : Mind mapping

Considering it is a birthday of student and they have invited relative to his/her place.

Student needs to draw a map from relative's home to their home, denoting, and sketching all landmark, road networks, bus stops etc. in between.

Sometimes, drawing the instant just before or after the memory also helps in showing the incident. How to draw (what to draw) to evoke the memory of the incident, rather than a description of the set-up of the incident as may be narrated by friends.



### Exercise – 5: Lantern Drawing

Bring 5-6 same design traditional Lantern to the class.

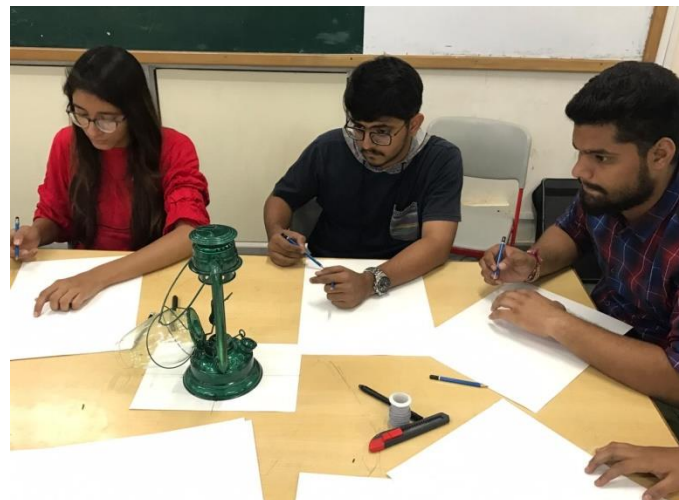
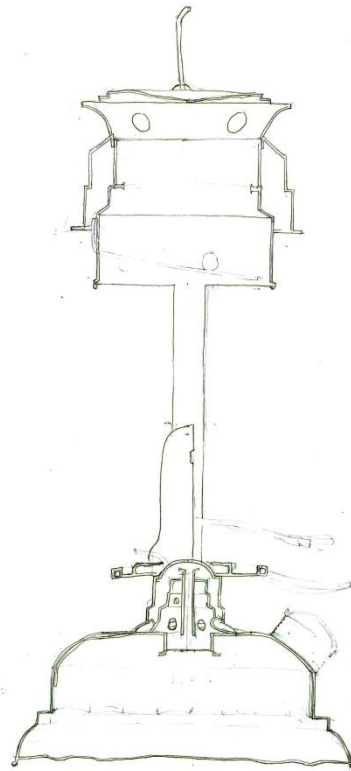
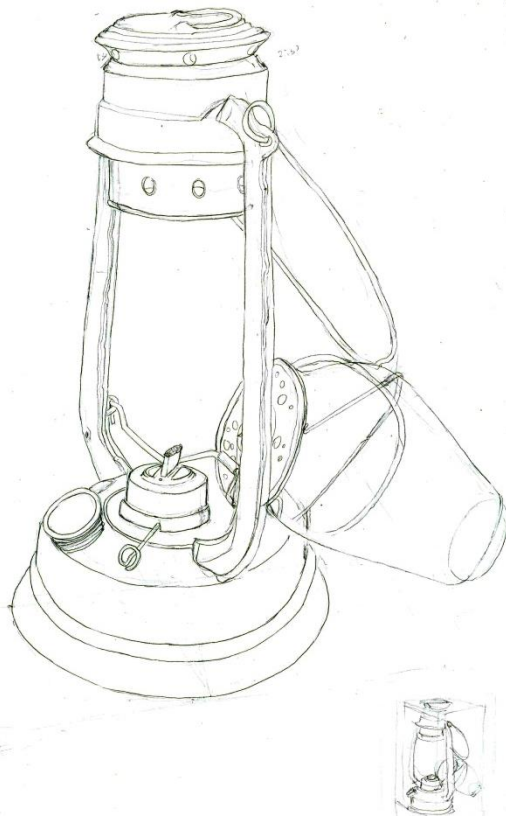
Student sit around the lantern and make various drawings.

Exercise 01 - Sketch 1:1 scale of a lantern

Exercise 02 - Sketch an 10 x 10 cm abstraction of lantern

Exercise 03 - Measure draws the same lantern and draw in specified scale.

Exercise 04 - Draw exploded view of lantern. Students are free to draw exploded view based on their own imagination. Also, get one lantern cut into half for students to observe section.

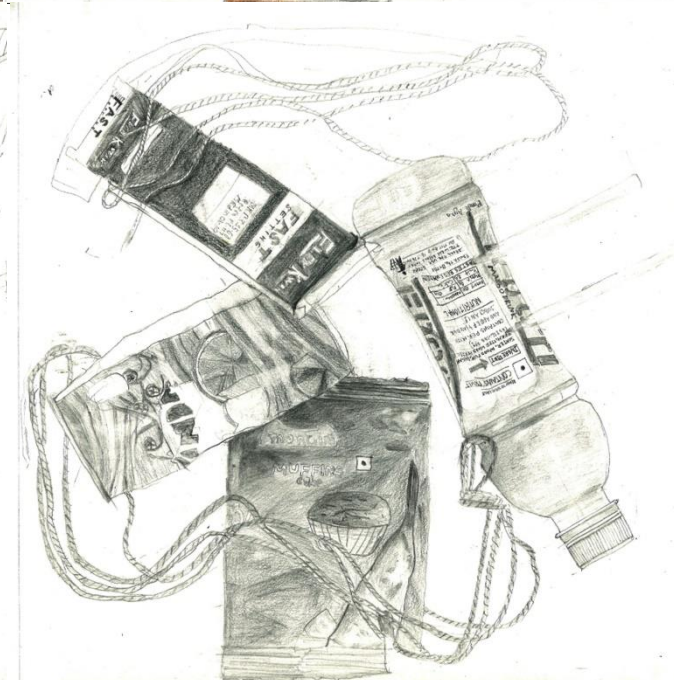




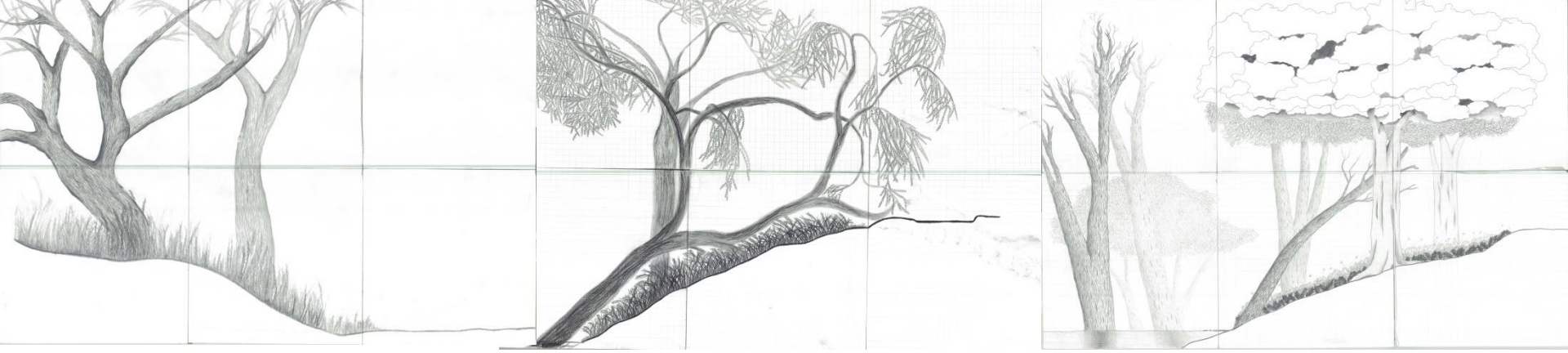


## Exercise 01 - Junk collage

- A. Student shall make a card board box of the size 30cms X 30 cms with the base height 3 cms.
- B. Each students asked to bring a small palm size objects that could be kept on 30cmsX 30 cms box top.
- C. Student shall prepare few drawings of the collage composition in 1:1 scale.
- D. Drawing 01- A careful pencil line drawing
- E. Drawing 02 – A careful pencil rendering
- F. Drawing 03 – Student shall place the composition in sunlight and trace the shadow lines to make shadow drawing.
- G. Drawing 04 – Students shall make color rendering as much realistic as possible.







### Exercise 02: study at Thol lake

Group of three students shall identify a patch around the Thol with water edge being part of the patch. Students shall bring tools to measure and mark the site and draw the site as asked.

A detail study should be carried out in terms of undulations of land and type of land cover (soft, hard, rocky, grass, shrub, tree, water), textures, material, colour.

1. Represent the detailed patch of 15mts X 15 mts at the scale of 1:50 with proper pencil rendering and colour rendering. Use the sheets with 1cm drafted grid for the drawings.
2. Draw @ 1:50 scale - 2 sections cutting from the chosen patch. Choose one of the section and represent at 1:10 scale.

