Art 4209　　　　　　　　　**Environmental Design**

Course Project Historical Environmental Exhibit	Due to the downturn in the nations economy many storefronts throughout the United States remain empty. In order for the local Chamber of Commerce and area businesses to keep the spirit of Main Street alive or vandalism to a minimum it is important to keep these storefronts utilized. So your groups task is to take a storefront and to convert it into a local historical exhibition, highlighting the local folklore/histories of that particular community. *For example, the famous bank robber, Jesse James was born in Clay County, Missouri. Your exhibit could be on the history around he and his gang.*

Project Specifications

Students will work in groups for the entire quarter and each group will:

> Create an Historical Exhibition utilizing an existing storefront that ranges in size from 1,000 square feet to 3,000 square feet.
> Tell a historical event about a particular city within the United States. *The history must directly relate to the local community.*
> Develop architectural drawings that render space allocation and exhibit needs and gather an inventory of materials for fabrication.
> The exhibition must include a narrative, maps, interactive components, animated features/ media projections, historical facts and artifacts, information signage and way finding systems.
> The design of the exhibit can be rendered on the computer or by building 3-D maquettes and photographing these structures. The most important is to communicate to the client and fabricator how the exhibit will look once it is completed.
> Each group will present their results through a projected presentation that includes both static representations and interactive demonstration; and 11 x 17 bound specification booklet. In the book it must include a final comp for production for the fabricator. For example actual type font, size, illustration and so forth.

Goal

The goal of this project is to enable the students to learn to take a visual communication problem and resolve it through research, methodology, adjustment, alteration and final presentation and to communicate information through an experiential learning environment.

Evaluation

Each group will be responsible for developing their own plan including schedules, research, presentations, sketch revisions, form building and final presentations. Each group will work as independent design teams, replicating the structure of a professional design firm.

Class Structure

Monday—Class will meet for lectures, reading discussions, class discussions, informal sketch presentations and group meetings.

Wednesday—Class will meet for group presentations. Each group is responsible for presenting a minimum of five times throughout the quarter (PLUS final presentation). Presentations will be projected and prepared in advance for class evaluation. This process simulates a professional environment. ALL GROUPS MUST PRESENT EACH TIME

Concern

In the past I have noticed students reluctance to show the cumulation of this course work in their senior show. I think this is because it was not "solely" their work. I caution this kind of thinking because most of your professional work will be done in a team not lead by a sole designer. So throughout the quarter be observant of your contributions and how you can highlight your successes individually as well as within the group.

*Instructor reserves the right to change syllabus throughout the quarter

**Course Project
Historical Environmental
Exhibit** *(continued)*

Considerations

This course is built upon each groups professional initiative. The goal is to simulate a professional project with each group acting as their own design group. So each group has the freedom to progress as needed, however the following are suggestions that will aid in a successful workplan.

Week One:
> establish a plan-work schedule*
> coordinate with group regarding work meetings outside of class
> asses each team members strengths and weakness to move towards an effective team dynamic
> create a group "what can we live with...what can we not live with" (ie tardiness, not checking email...) remember each group member at the end will give YOU a grade so find ways to be accountable!
> pick a topic, begin research, assign research tasks
> develop design brief*

Week Two:
> visit local exhibit (ie Burke Museum, Washington State History Museum)
> research
> present research
> begin sketching/brainstorming

Week Three:
> research
> map out physical space/architectural details
> revise sketching/brainstorming
> develop graphic standards for entire team to work with
> begin to breakdown graphic tasks

Week Four:
> present work-to-date research and design sketches
> create mechanism for feedback (this can be a questionnaire for the class, class critique, or survey)
> revise sketches based on feedback

Week Five:
> finalize graphic standards
> address types of media you will use for exhibit for example: posters, display units, interactive stations, animations, media projections, signage and sound.
> assign group members with specific design requests

Week Six:
> present work-to-date research and design considerations
> create mechanism for feedback (this can be a questionnaire for the class, class critique, or survey)
> revise design considerations based on feedback

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Art 4209

Environmental Design

Spring Quarter 2011
M/W 2:00 am – 4:20 pm

Instructor: Karen Gutowsky
Email: kgz@spu.edu
Office Hours: M-W 12:20-2:00 or by appointment
Course Website: myhome.spu/edu/kgz/4209

**Course Project
Historical Environmental
Exhibit** *(continued)*

Considerations *(continued)*

Week Seven:
> all sketches need to be in the computer, revise, critic, revise
> develop interactive/animation component (most likely in flash after effects or dreamweaver)

Week Eight:
> present work-to-date research and design consideration and interactive component
> create mechanism for feedback (this can be a questionnaire for the class, class critique, or survey)
> revise design considerations based on feedback
> map out 11 x 17 booklet
> define what aspects of the project are still needed

Week Nine:
> WORK HARD
> present interactive component to class
> develop all presentation material (and then revise again)

Week Ten:
> Work on final presentation

Week Eleven:

> Final Presentation

* Note: By week two I will want each group to hand in a workplan/schedule and a design brief of their project.

Presentation Weeks