

DS1, Unit 2, final day

Plan for final review and discussions

1:10-1:30 students set up in classrooms

1:30 -2:00 is walk about to look at work in all four sections

2:00-4:15 is review

4:30 meet in DC212 for launch of Unit 3

- Class divides into 5 groups of 3 people approx.

- Groups are to be created based upon similarities / connections within the approaches to documentation. Students, along with assistance from faculty, should create groups based on similarity of media, scale, technique, formal choices, or other design approaches. Decide on the fly as a quick group exercise.

-Then, each group is responsible for reviewing another group, i.e.: group 1 reviews group 2, group 2 reviews group 3, etc. Students can practice talking generally (about the whole) as well as specifically.

25 min per group.

-The exercise of dividing into groups with similarities makes for a more focused discussion in the review. Similarities and differences will be at once more subtle and more visible and allow for deeper engagement in details and specifics. Encourage students to think critically about how media or form or sequence or narrative is in fact a design choice that serves communication.

-Questions students should be considering are:
1) How well does the design of the documentation fit with the type of interventions?
2) Comment on execution and craft; sequencing and narrative.
3) How well does the piece communicate?
4) How does media affect the communication?
5) Specific suggestions for improvement and specific comments about success.

The Unit:

- 1) Students were asked to transform or intervene upon an existing, built, urban space/place in 4 ways (color, multiples, singles, language)
- 2) Students were asked to transform or intervene upon a natural space/place in two ways (things you find there, and choice of the above four methods)
- 3) Students were asked to record everything
- 4) Students were asked to design a Documentation so that others could understand what took place.

Deliverables required were:

A designed sequence/presentation (media is open) of your documentation that explains your sites and your alterations to a public audience (us).

Learning Objectives were:
1) Getting to know your city and environs.

2) Develop a consciousness about how we define space, place, site, landscape, culture, audience, community

3) Exploration of how formal elements work together, whether in contrast or concord; harmony or discord.

- 4) Developing resourcefulness around finding unusual and surprising materials or objects to bring to a site for the creation of a new or alternative "read."
- 5) Developing an awareness of the power of the artifact/after-the-fact documentation. "How to tell a story for those who weren't there."