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| Module Title: | Model Detailing | |
| Language of Instruction: | English | |
| Credits: | 5 | |
| NFQ Level: | 6 | |
| Module Delivered In | No Programmes | |
| Teaching & Learning Strategies: | The learner is immersed in a range of collaborative, problem-solving activities, to investigate and evaluate design solutions. The holistic, student-centred studio-based approach, facilitated by faculty, is intended to negotiate, facilitate and guide learner engagement and scaffold a deep-learning using the following strategies: • Lectures, • Studio based learning, • Peer-to-peer group/team learning, • E-Learning, • Workshop, • Facilitated peer-to-peer critique/review, • Self-directed independent learning, | |
| Module Aim: | The aim of this module is to introduce learners to detailing in model making for design. This module builds on the skills learned in workshop practice and ergonomics & model making. The aim of the module is to introduce new methods of modelling to increase detail and functionality. Learners will engage with opportunities, materials & safe practice of laser cutting and deliver a model using this method. Through this they will build on their iterative skills of modelling and explore opportunities to use models as a decision making tool. Learners through applied ergonomic test models to synthesise with the design process, ergonomics and model making. Learners will also be able to source components, fixtures, mechanisms and materials that will enhance the detailing on their model. | |
| Learning Outcomes | | |
| On successful completion of this module the learner should be able to: | | |
| LO1 | To apply relevant detailing to model making both for ergonomic testing models and final appearance models | |
| LO2 | To create design models suitable to testing and applying to a design project | |
| LO3 | To engage with laser cutting as a method of model making and demonstrate its application in a finished model | |
| LO4 | To plan modelling and source components specific to model detailing | |
| LO5 | To produce a detailed representational model demonstrating the use of new skills | |
| LO6 | To identify the synthesis between model making, ergonomoic and the design process | |
| LO7 | Engage in a review process of module content and deliverable and reflect on future development | |
| Pre-requisite learning | | |
| Module Recommendations | | |
| This is prior learning (or a practical skill) that is recommended before enrolment in this module. | | |
| No recommendations listed | | |
| Incompatible Modules | | |
| These are modules which have learning outcomes that are too similar to the learning outcomes of this module. | | |
| No incompatible modules listed | | |
| Co-requisite Modules | | |
| 6850 | DSGN H2429 | Design |
| Requirements | | |
| This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed. | | |
| No requirements listed | | |

Module Content & Assessment

Indicative Content

Laser Cutting

Learners will be introduced to laser cutting as a tool to aid in the development of 3D modelling for design. Through lectures and practice based learning they will be walked through the good practice, running and maintenance of the laser cutter. Learners will be made aware of appropriate material use for the machine. Learners will engage in a small project to allow them run through the process and deliver a product at the conclusion.

Iterative Modelling for Form Generation

Through synthesis the design module learners will explore form and aesthetic through iterative modelling. This will build on previous foam modelling projects where finer details are explored and assessed.

Applied Ergonomics Modelling

In groups learners will plan, produce and assess ergonomic models generated to answer questions in the design module. The model type will be governed by the focus of the design module

Industry Driven Representational Model

Learners will develop the skills and knowledge to source and acquire component parts that will increase the detail of final models. Learners will build on previous representational model and increase the focus on the detailing to lift the model to a professional standard. This model will be presented to a client (in line with design module) in a way that engages the client in the design on a 3D level.

Workshop/Materials (Resource)

This is a dedicated space to allow learners to test, evaluate and represent the application of their research through 3D physical workshop made models. Resourcing of a workshop space include machinery, tools and materials. Materials such as modelling foam, MDF, Jelutong, Cardboard, foam board are all essential to investigation of developing a design solution.

Technician (Resource)

A dedicated design technician to support, demonstrate and maintain equipment while auditing and stocking of materials for the design workshop and studio practice

Laser Cutter (Resources)

A laser cutter for cutting acrylic, paper, card, wood & engraving of anodised aluminium.

| Assessment Breakdown | % |
|-----------------------|---------|
| Continuous Assessment | 100.00% |

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|----------------------------|---|-------------------|------------|-----------------|
| Project | Laser Cutting – production of a model using the laser cutter as the primary production method. The project will be a specific task driven project | 3,5,6 | 20.00 | Week 4 |
| Project | Iterative Modelling – exploration of form and aesthetic through iterative foam modelling and application to design solutions. | 1,2,6 | 10.00 | Week 6 |
| Project | Applied Ergonomics Modelling – group planning, production and evaluation of ergonomic models | 1,2,6 | 10.00 | Week 9 |
| Project | Industry Focused Appearance Model – Production of final appearance model in line with industry driven design project. Detailing, components, finish & presentation. | 1,4,5,6 | 30.00 | Week 15 |
| Portfolio | Learners will deliver a presentation showing content and development over the year across the six key learning streams and the placement/Erasmus | 1,2,3,4,5,6,7 | 20.00 | Week 30 |
| Oral Examination/Interview | Learners will present for interview and review performance across the six key learning streams including a future development plan | 7 | 10.00 | Week 30 |

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

| Workload: Full Time | | |
|----------------------------|------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Studio Based Learning | Every Week | 4.00 |
| Independent Learning Time | Every Week | 2.00 |
| Total Hours | | 6.00 |

