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Student Work

I have taught three courses since my last review. Design Studio 1 and 2 are team-taught required studios, running weekly in the fall and spring of the sophomore year. Each of the five instructors offers a unit of study to the 65 students. A unit is held together by a question, kickoff lecture/activity, learning objectives, readings and a core assignment. The assignment provides sufficient structure from which the students can attack the core question using whatever media and content they choose.

I am showing examples of student work from various units, since as their section instructor I am guiding them

through all the units. I have noted my two units within this document.

The third course that I taught was a spring one-credit Web Programming workshop. Given the curriculum for this course was similar to the previous year, the results from this past spring are similar to those in 2014.

The URLs below show detailed curriculum and references and likely will be of use.

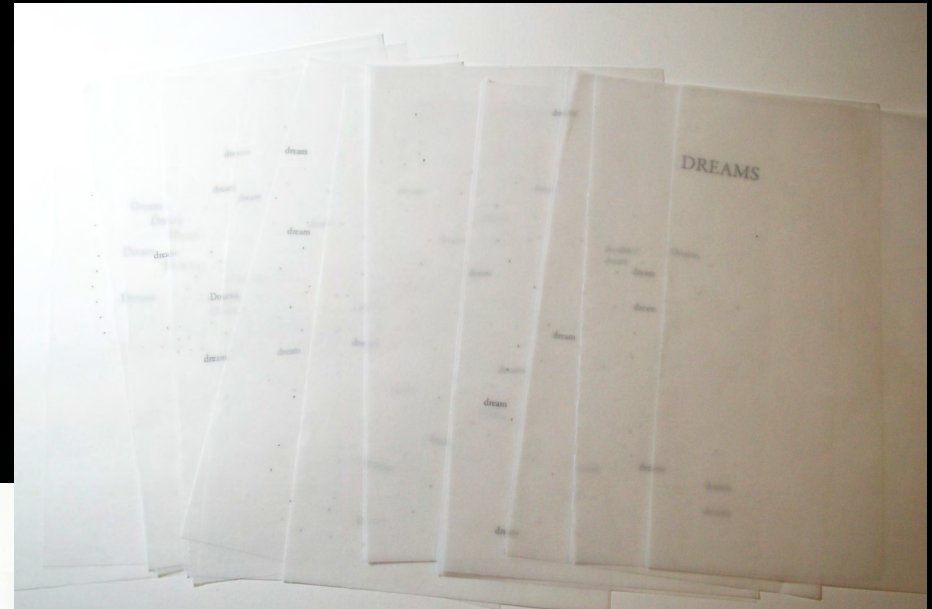
DS1416.RISD.GD FALL '14, SPRING '15

DS1517.RISD.GD FALL '15

WP15.RISD.GD SPRING '15

Alice Yang:

“[This project] maps out all the ‘dream’ words that appeared in *The Interpretation of Dreams* by Sigmund Freud. Following the size and arrangement of the original book, I printed the pages on tracing paper and use the transparency and layering to create a dream feeling. The texture and color of the book cover further add on to the idea of the dream.”



Laura Lin created a generative system to take her to unexpected places on YouTube. She started by retrieving a word from a random word generator website. She made a video based on the result 'Abstinent Gasmask'. She used two seconds from the first video to appear in the results. To get to the next video, she searched for videos with the first and last word from the same result.

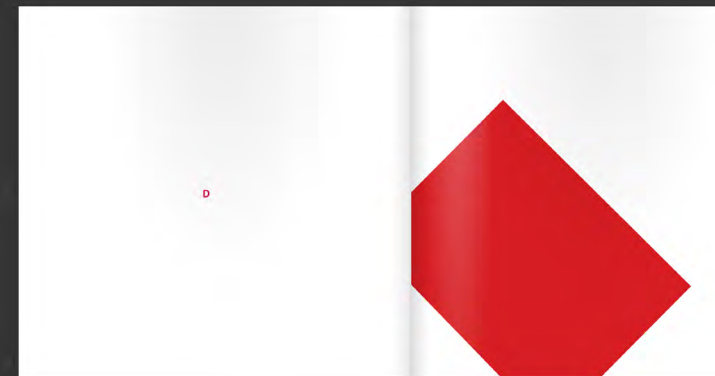
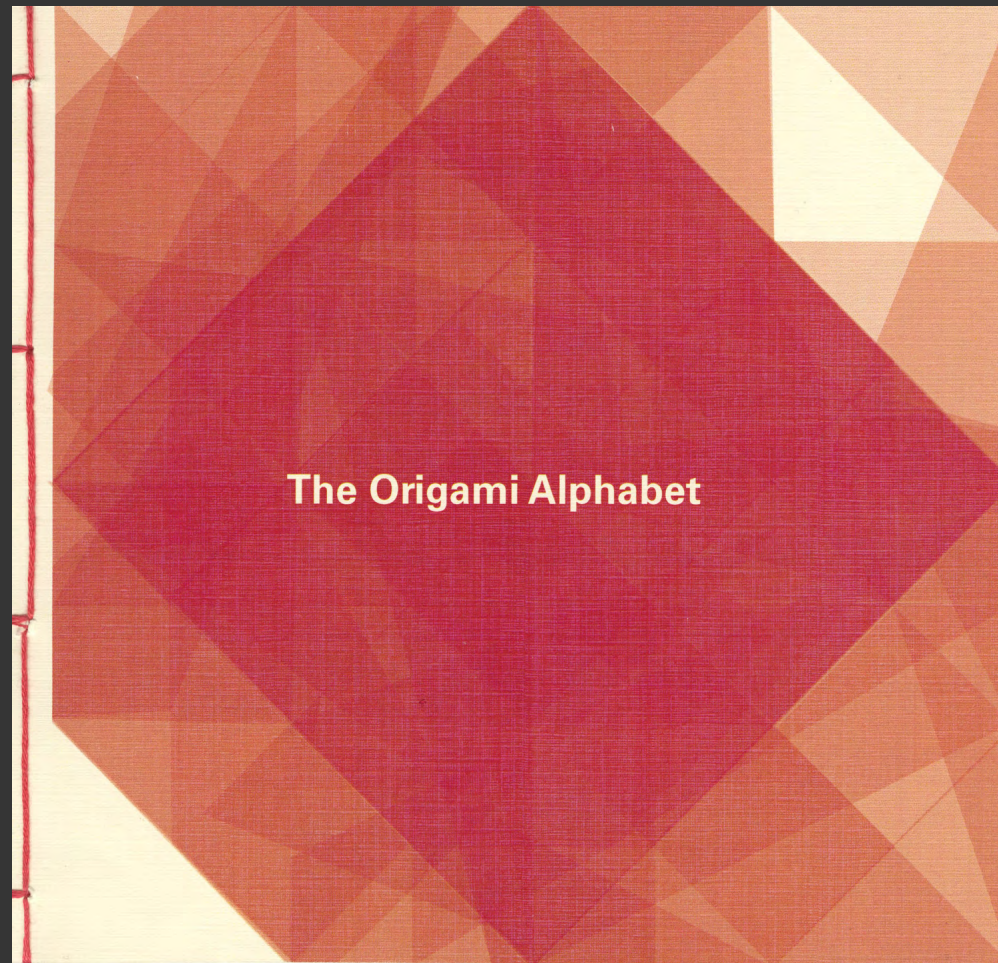
[HTTPS://VIMEO.COM/148005179](https://vimeo.com/148005179)

'abstinent gasmask'



Phoebe Morrison:

“For my final for this unit I developed a system of pattern making by folding origami letters, marking the surface which made up the top of the letter, and then unfolding it to see the module that was created. I then drew the abstract letterforms in Adobe Illustrator and made a book of the full alphabet. The result is a geometric image that reflects the letterform in an indirect way. The cover of the book is all the letters on top of each other which shows the common folds of the origami letters. The book is on linen paper and is bound with a Japanese stab binding.”



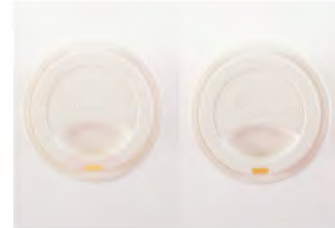
Yunan Xue:

**“I projected the daytime
window images during the
nighttime. The interaction
between the day and night,
and real and not real was
interesting to me.”**

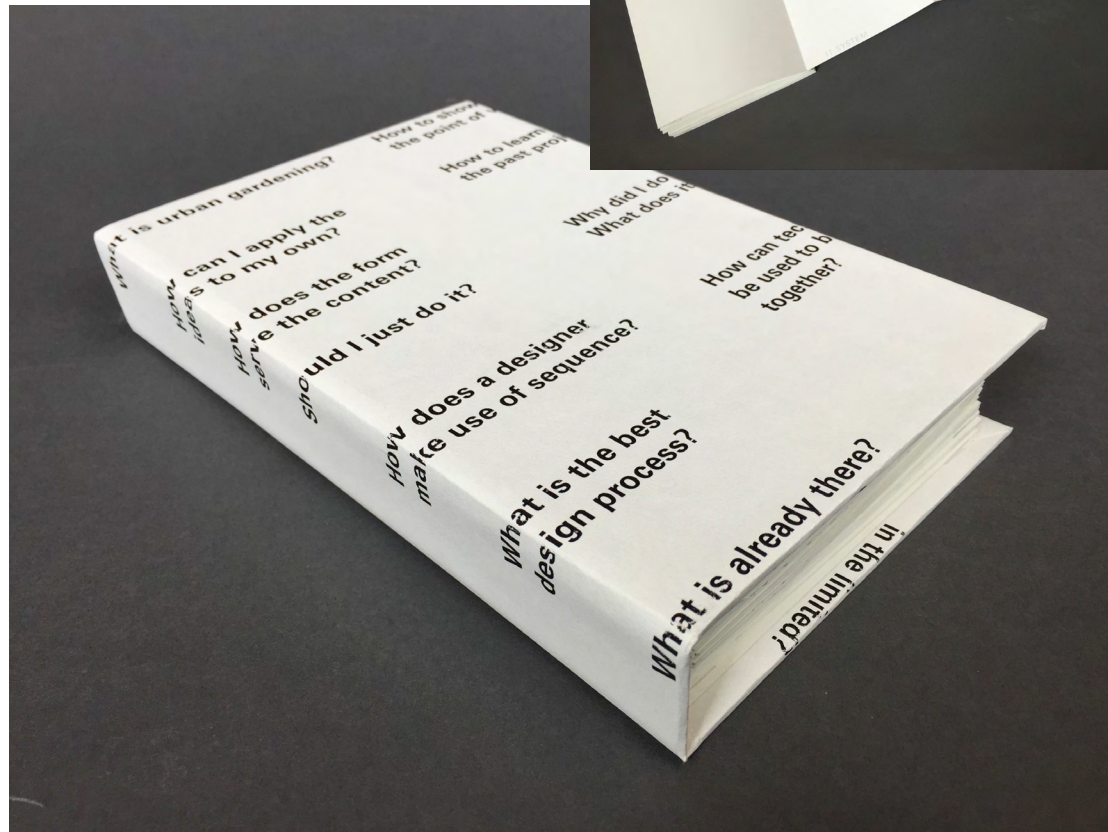
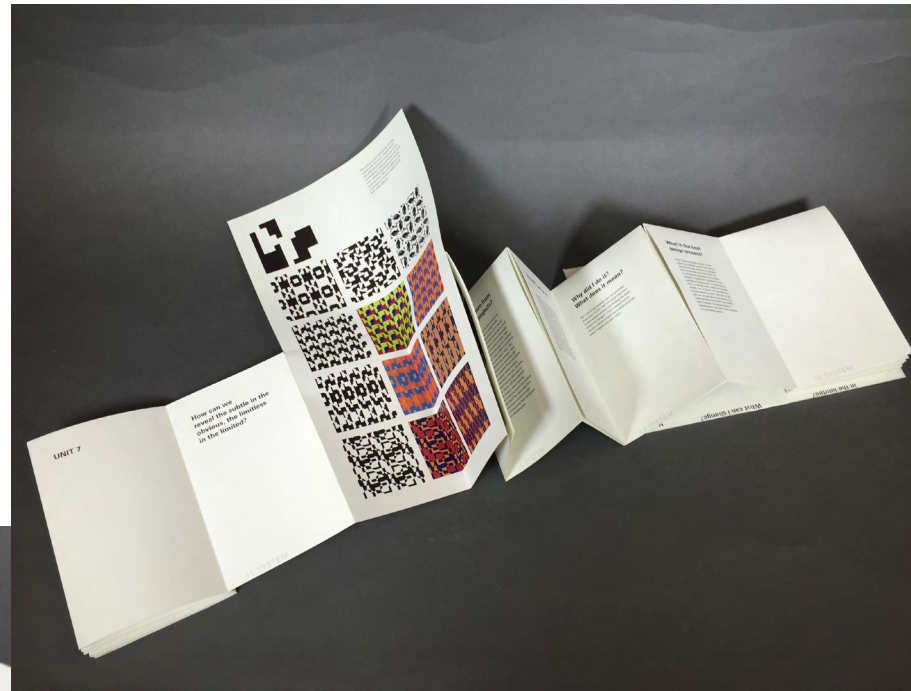


Yunan Xue:

“I looked for objects that look identical but have some differences. A lot of the pairs were made to be the same initially. While after they were used, they became different. such as the straws, the brushes and the coins.”



Yunan designed a book to collect her work from the spring. In it, she asks questions of her own, as outgrowths of what we faculty offered.

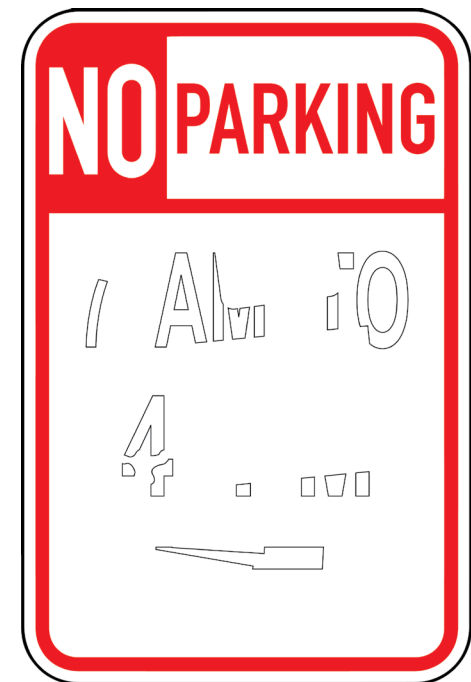


This project was produced in response to my unit question: “How can technology bring us together?” I asked students to convert an automated process into a digital one. She chose a clock, and decided to display time in public by holding sheets of paper on a street corner. She had classmates take ‘shifts,’ so someone would always be on the corner. This produced interesting interactions with passerbys.

[HTTPS://VIMEO.COM/127016822](https://vimeo.com/127016822)



My unit question for this fall was: “What is important about what you see — and how can you communicate it to those who weren’t there?” I asked students to play with various recording techniques: diagrams, photographs, apps, drawing and more.



This student observed Roger Williams Park and noticed there were “unspoken rules” and/or ways that people used the park based on the way it was designed. She put her observations in the form of a sign that makes her observations more clear than qualitative text or diagrams.

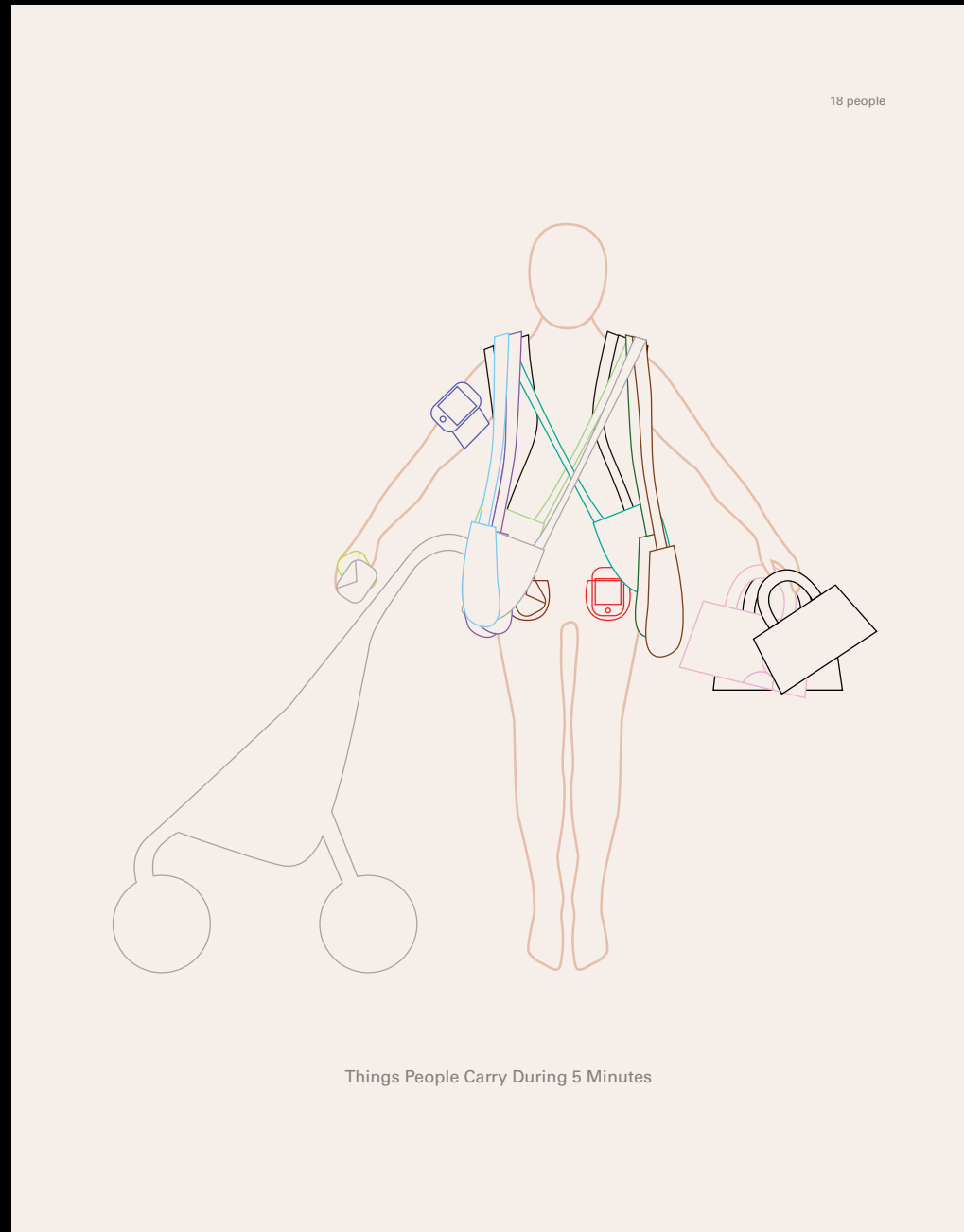


PARK RULES

- Please clean up after your dog
- Please clean up after yourself
- Please recycle
- Please do not clean up your cigarette butts
- Please explore the park
- Please do not explore the main open space in the center of the park
- Please respect other people
- Please conform to the park rules so other people do not judge you



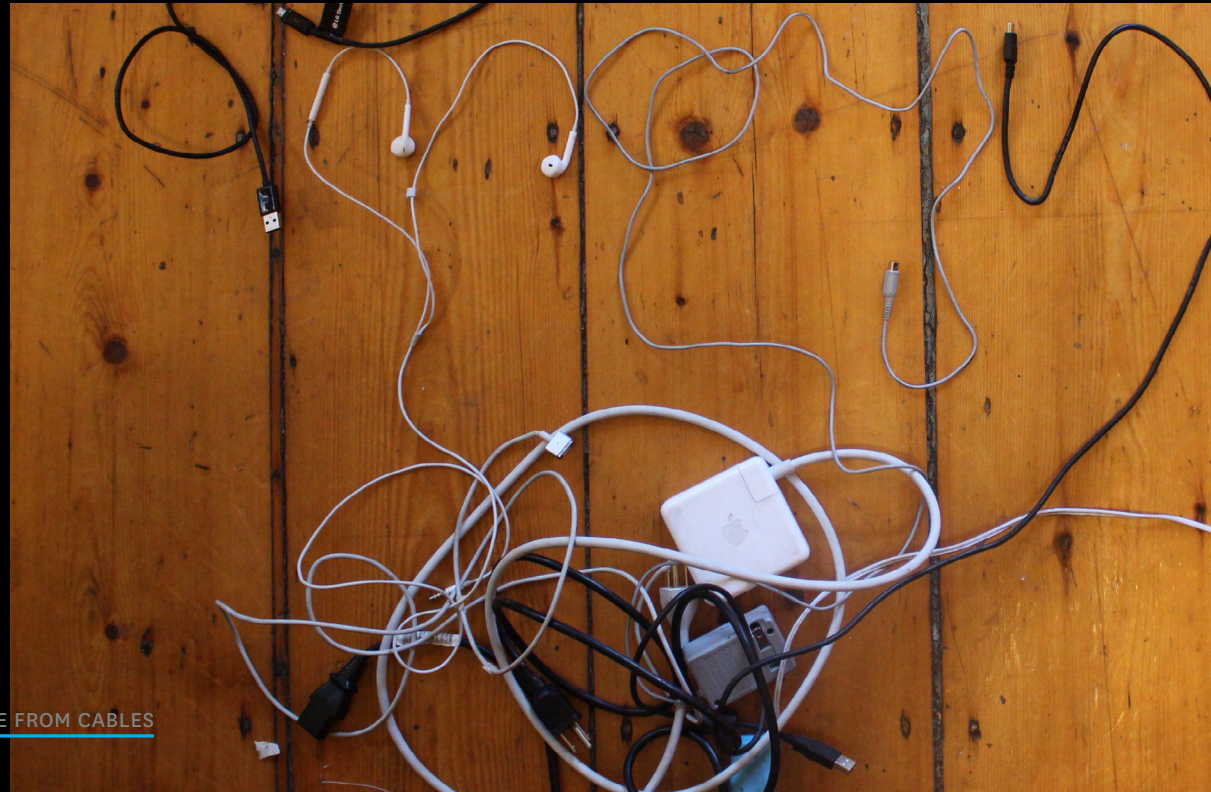
This student noticed accessories on passerbys near the State Capitol and made a diagram of what people were carrying over 5 minutes.



Unit 2 asked students to alter an existing site. This student made the observation that the inside of sewer grates are gross, and that people shouldn't look in them. An onsite alteration of the grate led to a physical card with the area around the text 'Don't Open This' removed to reveal what was behind it.



Unit 3 asked: 'How can the graphic medium enhance and enrich the verbal message?' Students explored how the shape of typography affects how we read it.

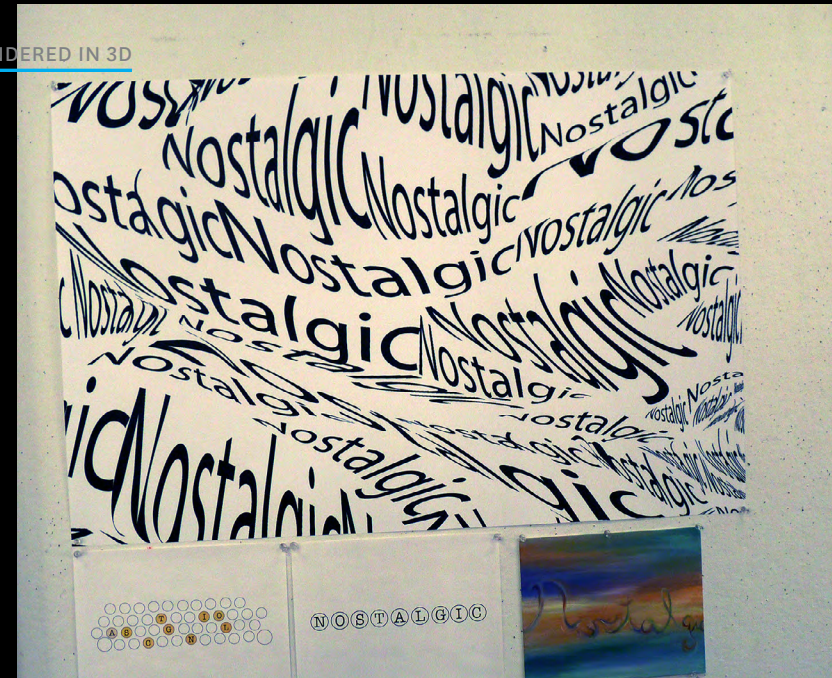


ANNOYING MADE FROM CABLES

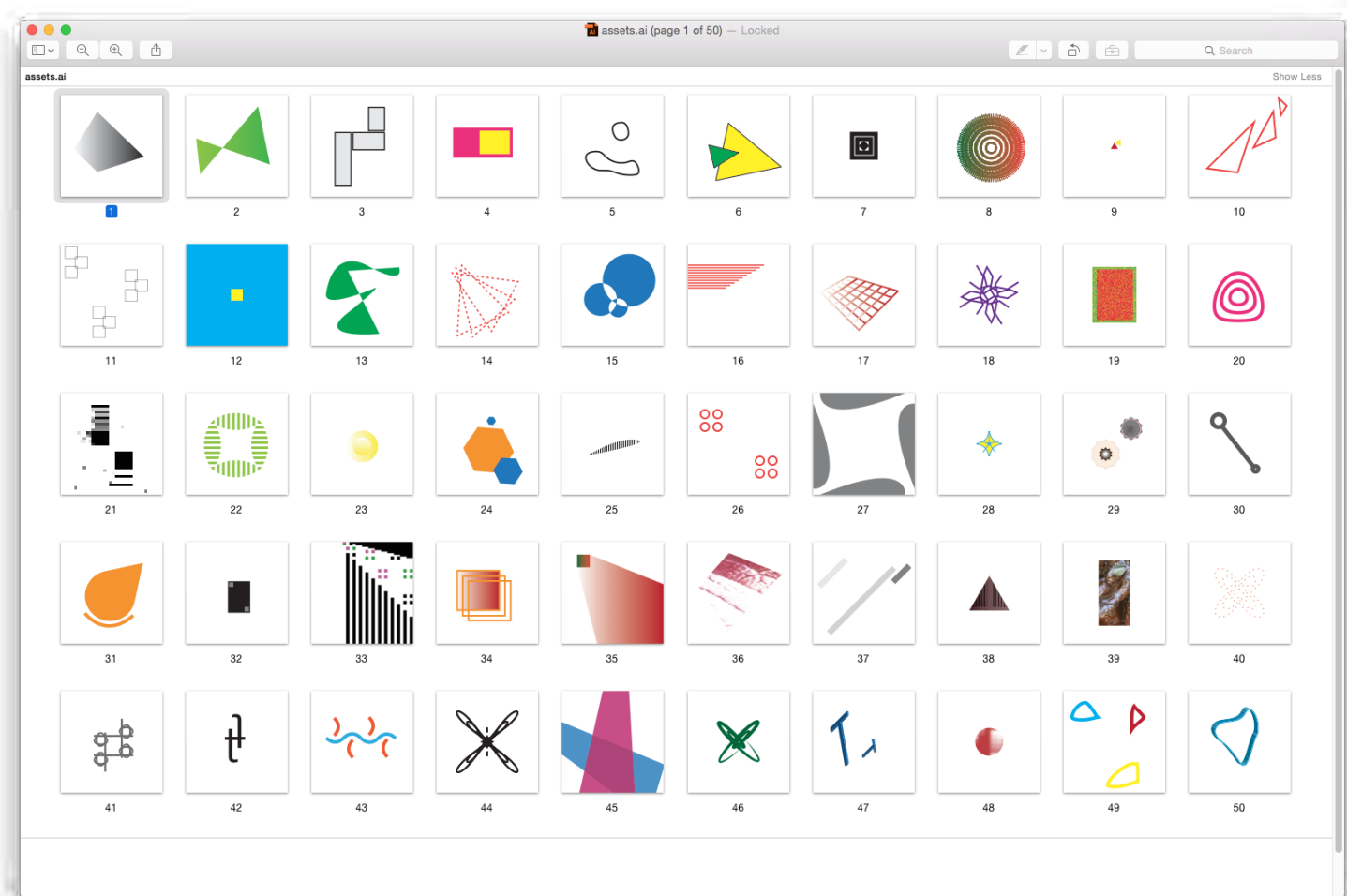
SKIN MADE OF MEAT



NOSTALGIC RENDERED IN 3D

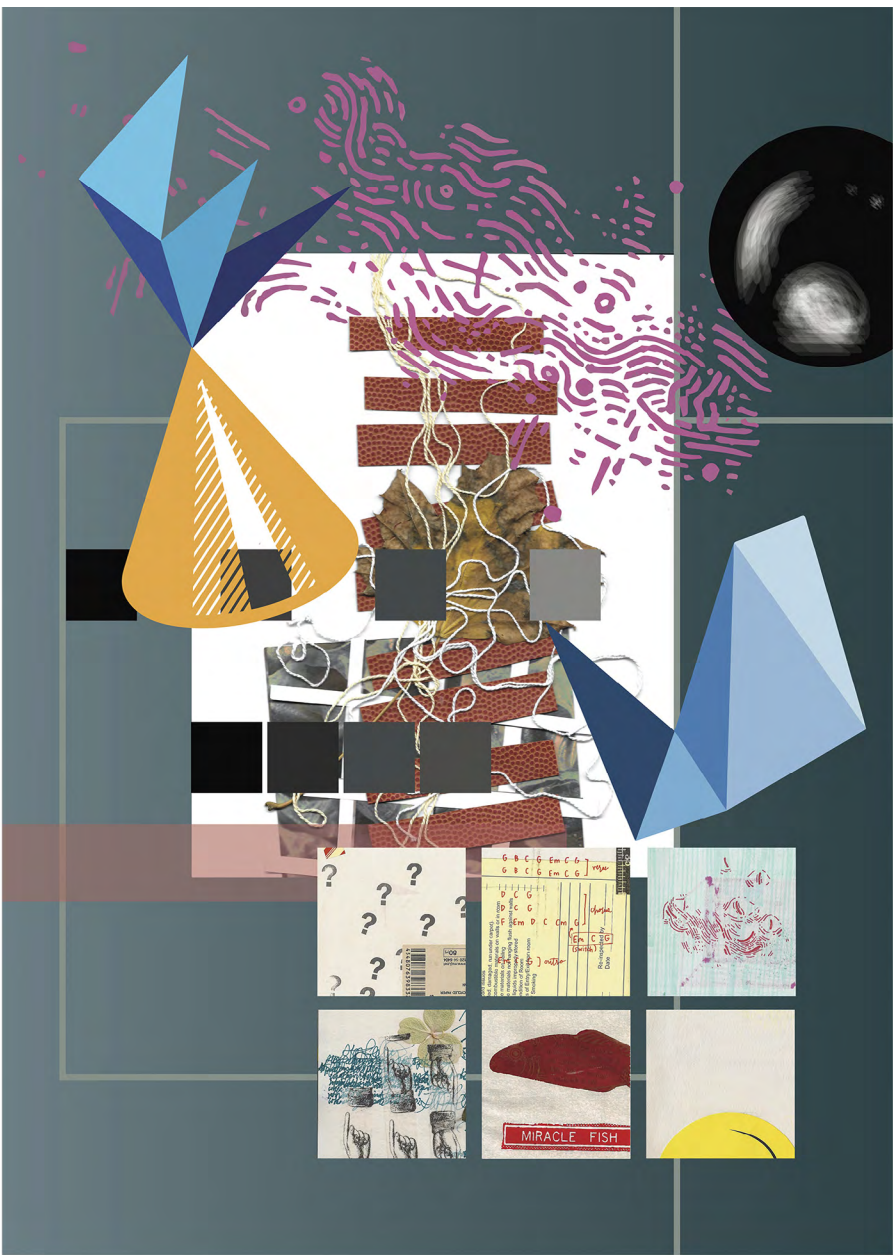
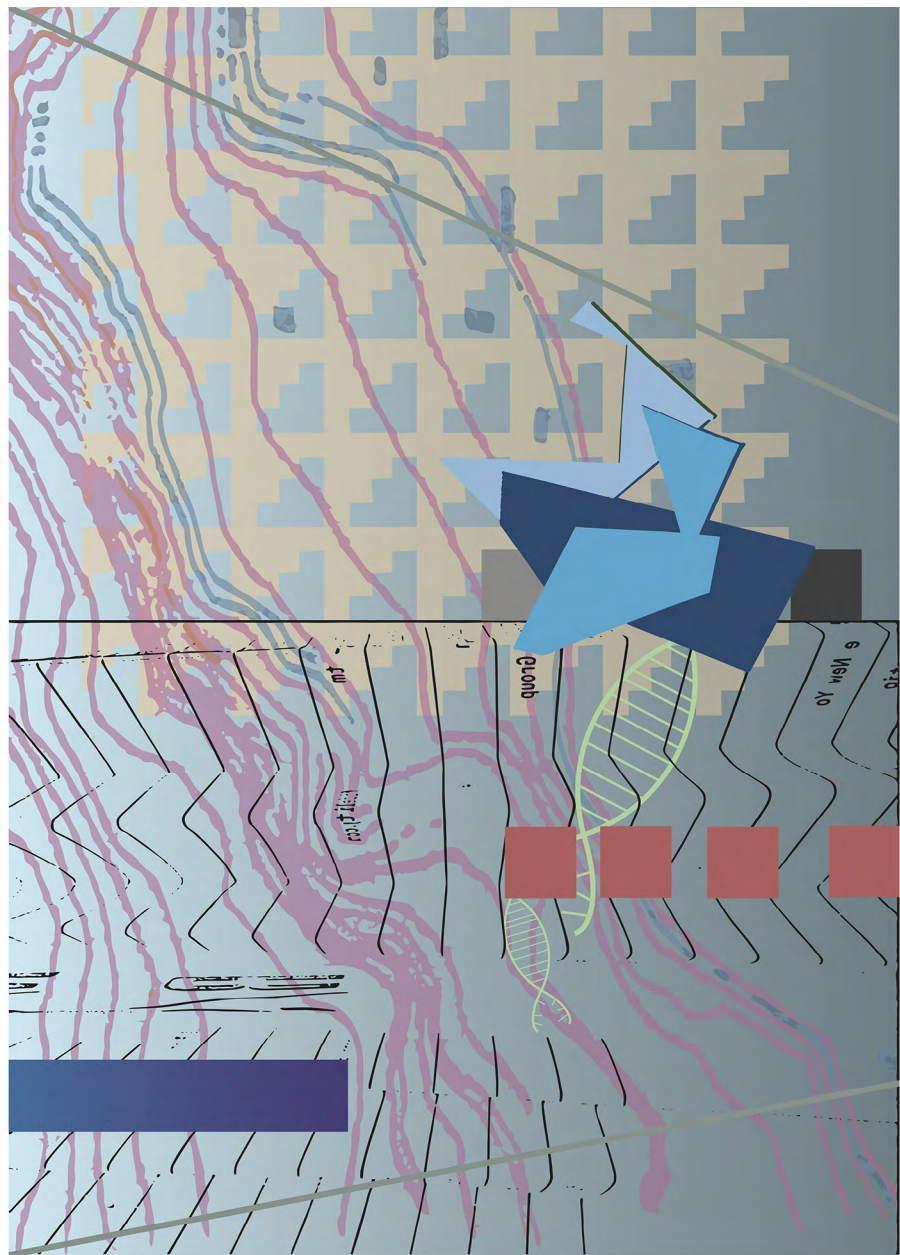


Unit 4 asked students to make 50 discrete parts using various methods, share those parts with all 65 students, and then make a composition using anyone's parts.

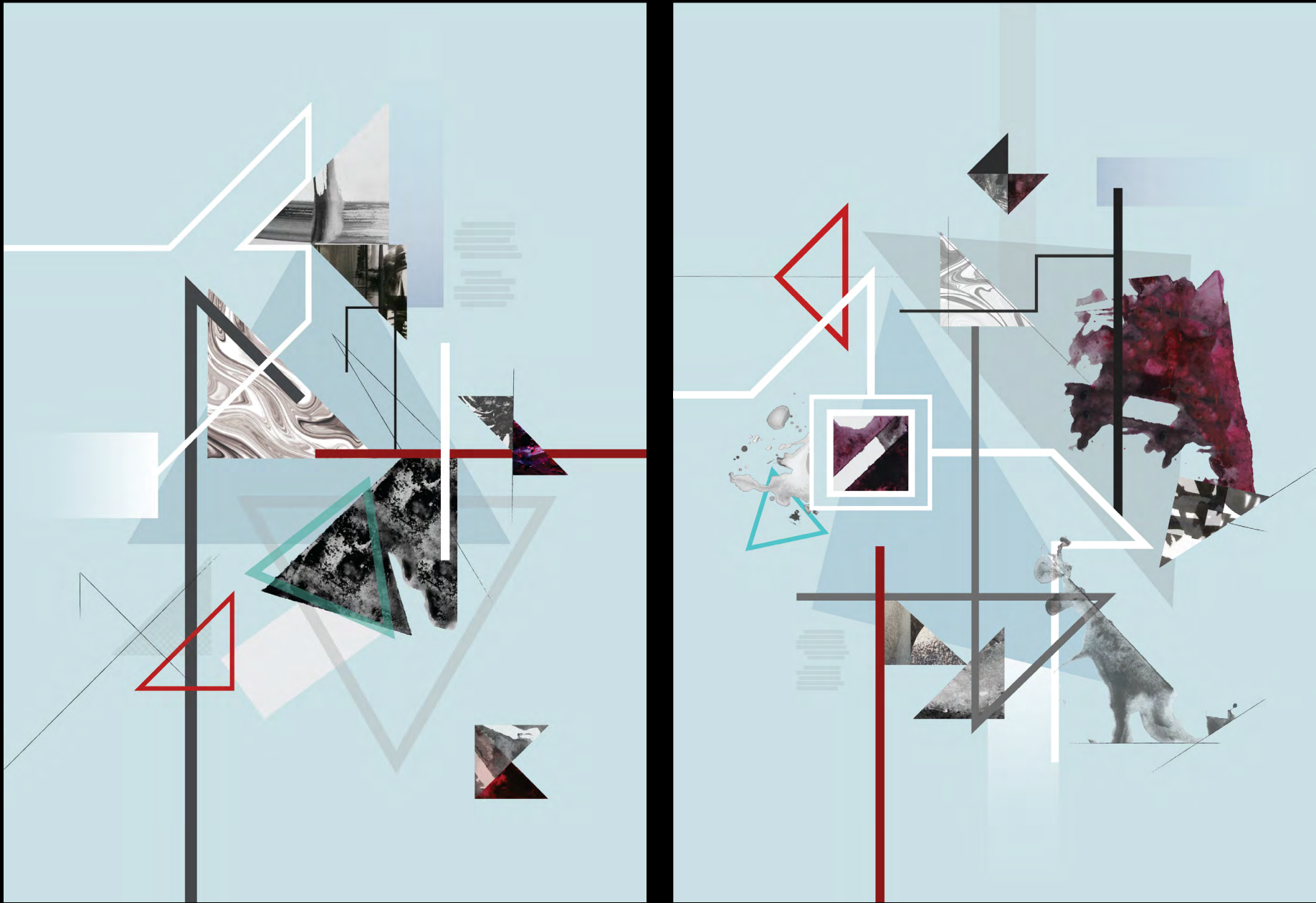




COMPOSITIONS MADE FROM DIFFERENT STUDENTS' PARTS

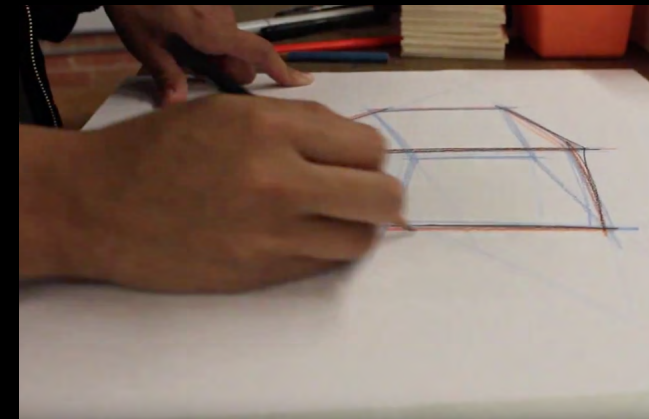


DIPTYCH MADE FROM CHOSEN PARTS

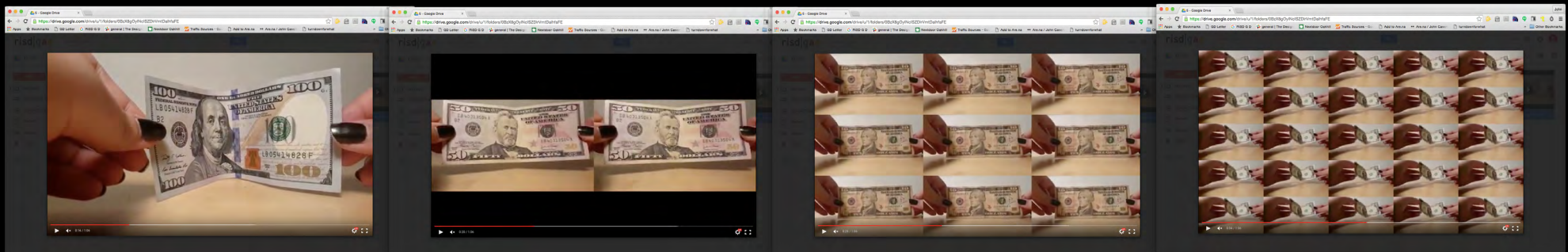


DIPTYCH MADE FROM CHOSEN PARTS

Unit 5 asked students to communicate “what is a minute?” in a short video.



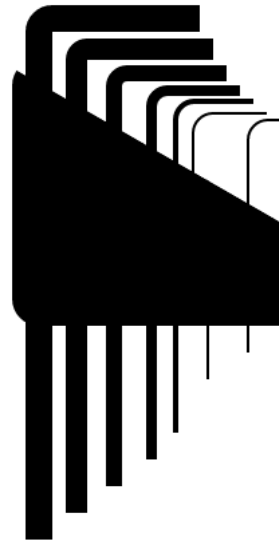
THE FIRST MINUTE AFTER ARRIVING IN THE STUDIO IN THE LIFE OF VARIOUS RISD STUDENTS



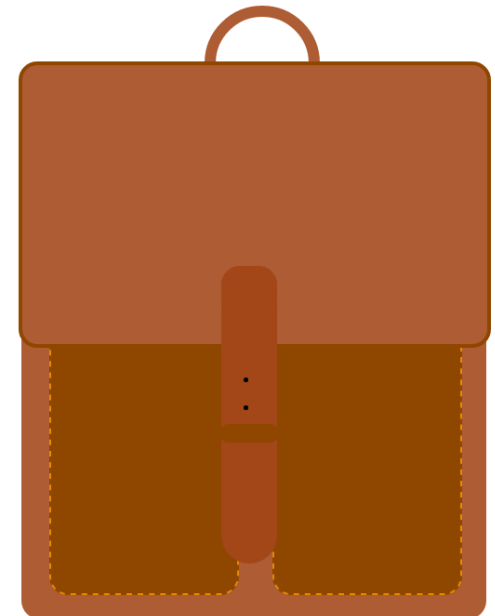
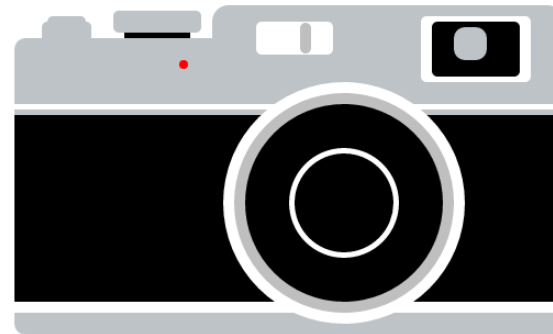
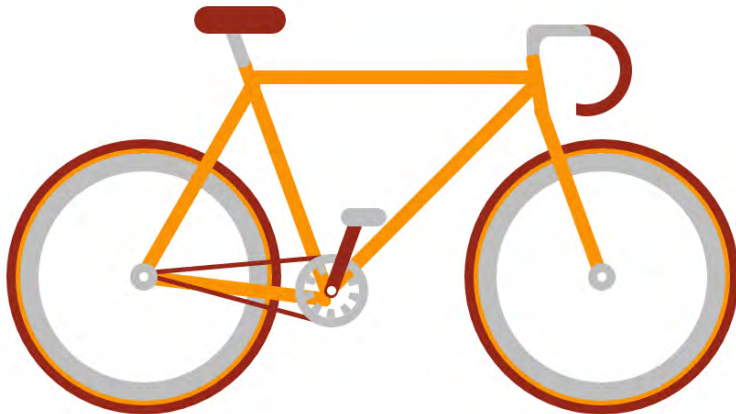
SAME TOTAL AMOUNT, BUT FRACTURED AS IT GETS SMALLER

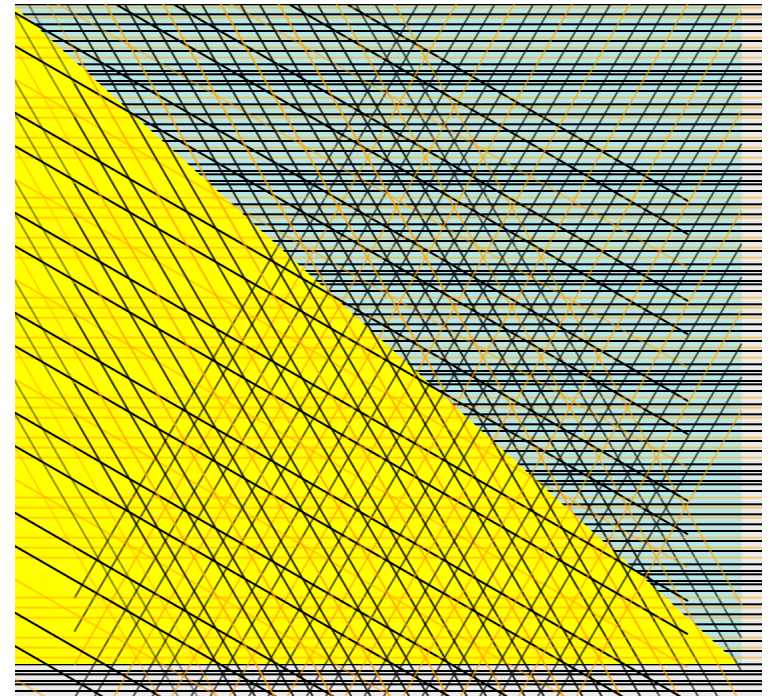
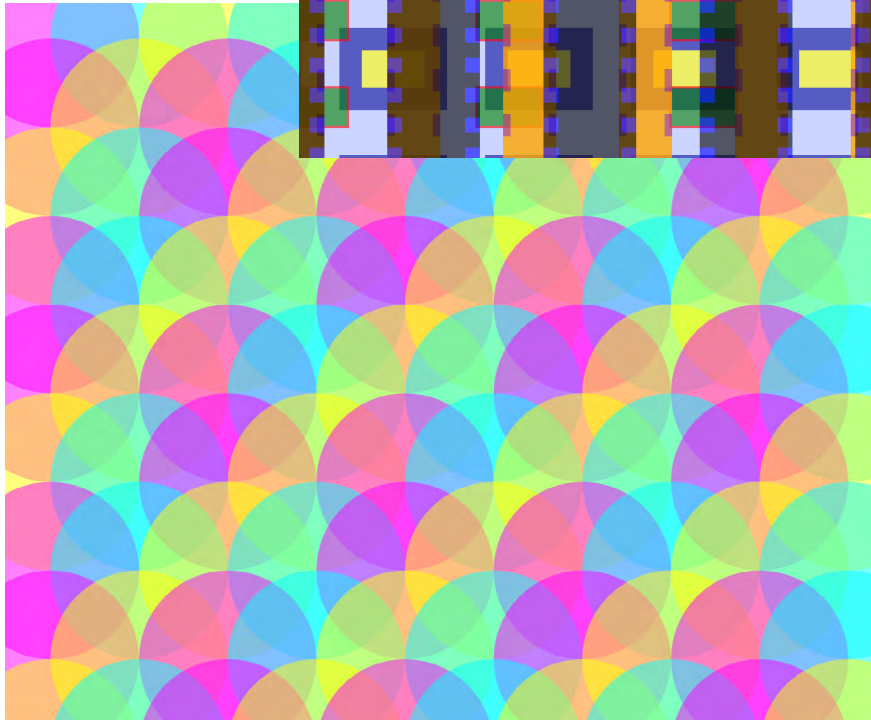
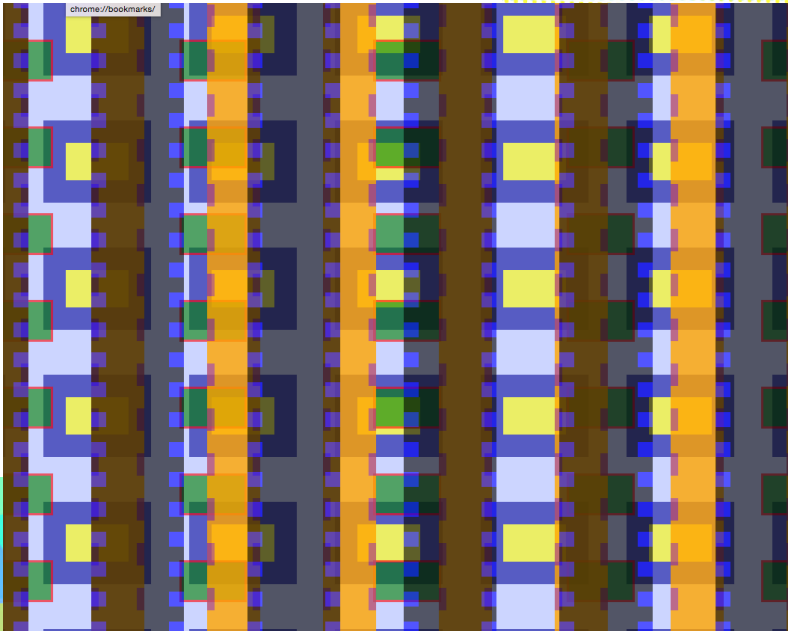
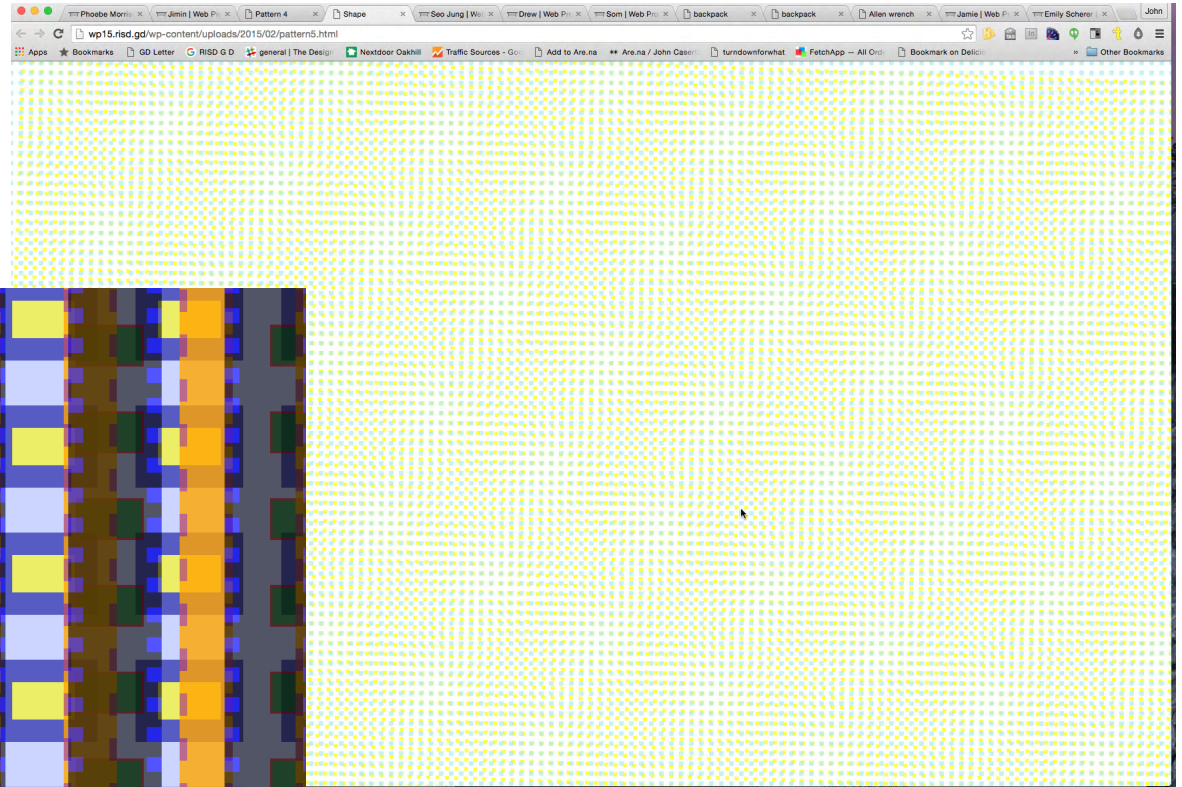
This four-week 1 credit workshop used drawing as a means to teach web programming.

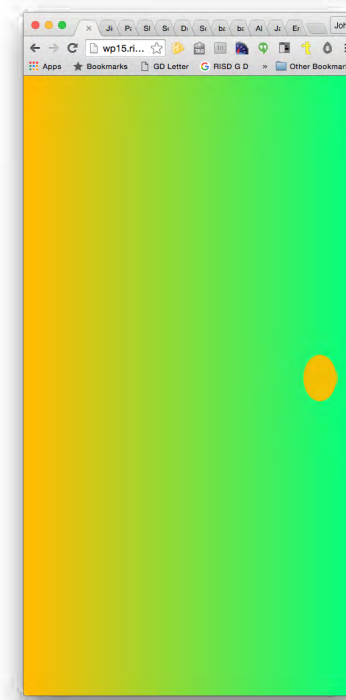
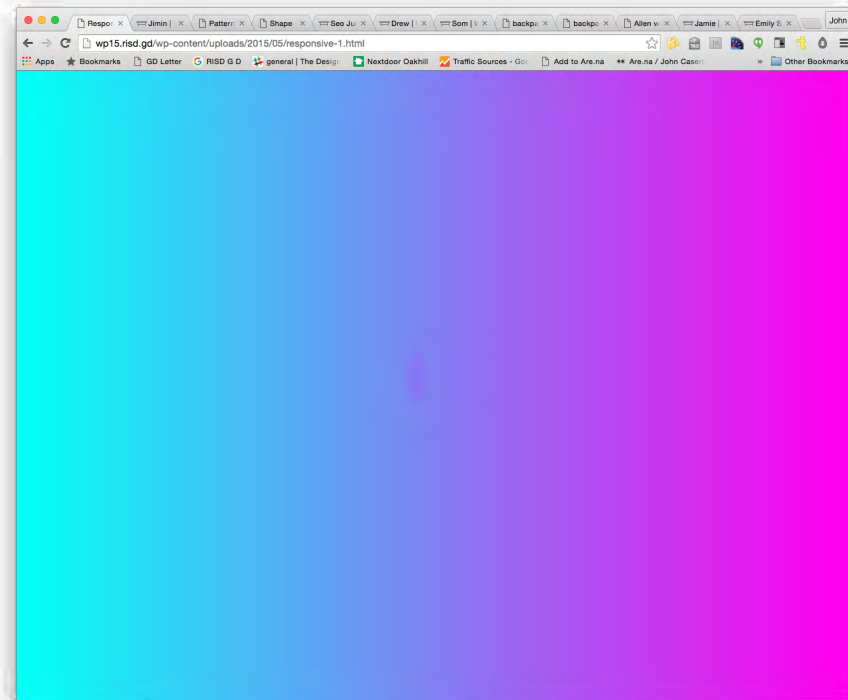
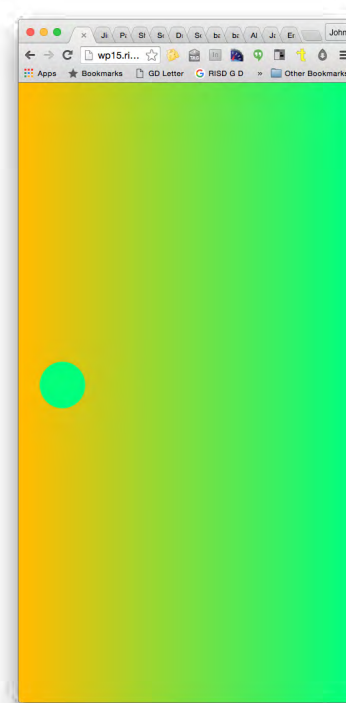
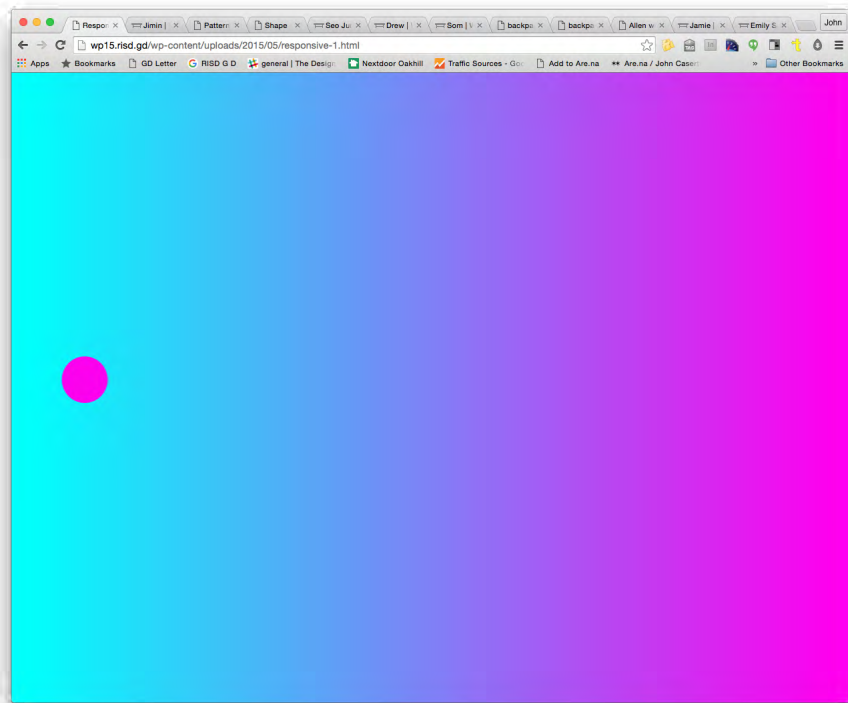
WP15.RISD.GD



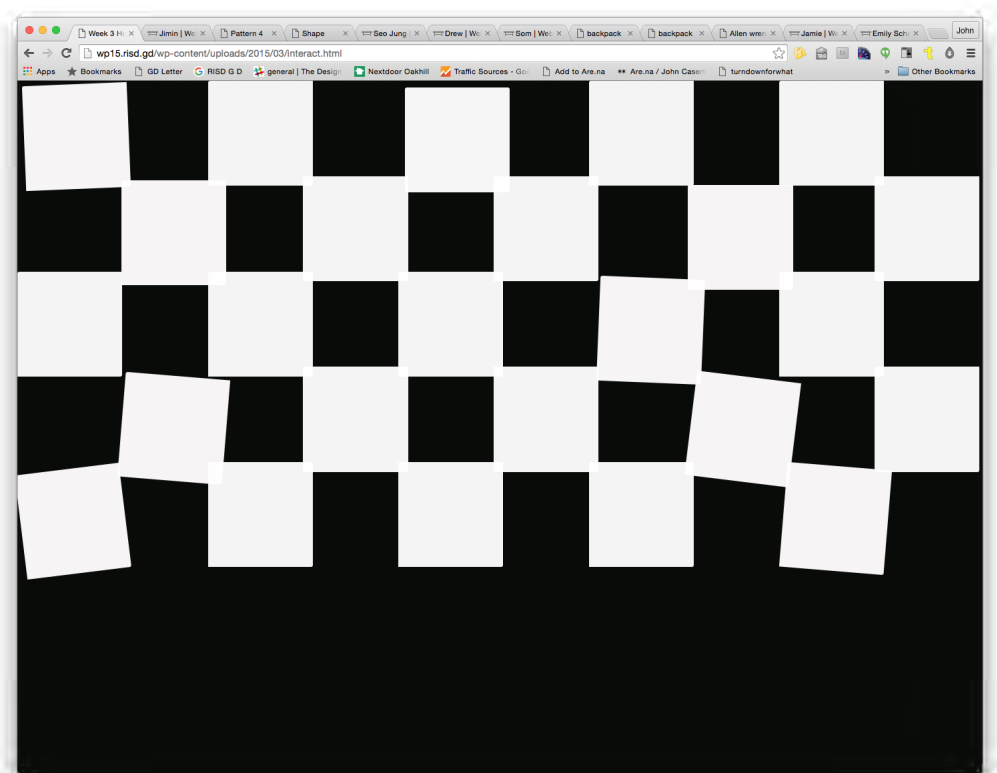
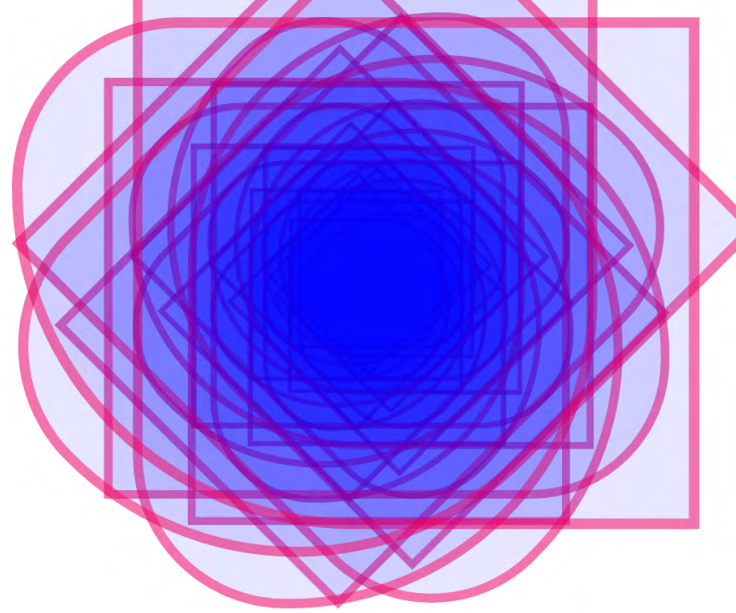
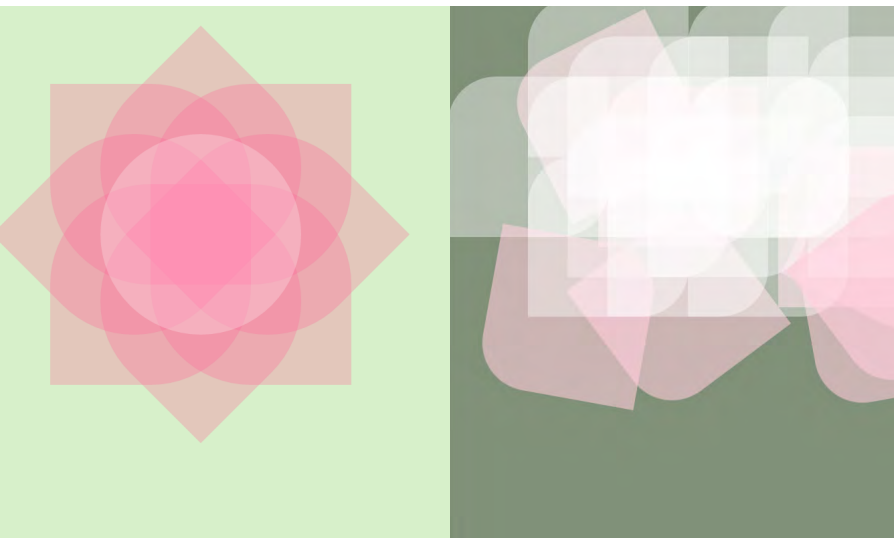
PART ONE: CONCRETE FORMS



PART TWO: ABSTRACT FORMS

PART THREE: ACTIVE FORMS

PART THREE: ACTIVE FORMS



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End

