

CAPE Art & Design
**UNIT 2: APPLICATION
OF ART AND DESIGN
MODULE 1: DESIGN**



***Problem-Solving
by Design***

The CAPE Art & Design Syllabus

- UNIT 1: FOUNDATIONS OF ART AND DESIGN
 - MODULE 1: CULTURAL STUDIES
 - MODULE 2: TWO-DIMENSIONAL ART AND DESIGN
 - MODULE 3: THREE-DIMENSIONAL ART AND DESIGN
- UNIT 2: APPLICATION OF ART AND DESIGN
 - MODULE 1: DESIGN AND GRAPHIC ARTS (visual communication)
 - MODULE 2: APPLIED ARTS
 - MODULE 3: CREATIVE PROJECTS

CURRICULUM

CONTENT/Objectives



UNITS 1 & 2

- use Art and Design to create awareness and propose solutions for social and environmental issues;
- encourage creative solutions to art and design problems;
- develop critical thinking skills through research and participation in aesthetic activities;
- develop knowledge and critical understanding of the art and design trends of different historical eras, traditions and cultures, with specific reference to the Caribbean;



Today's learning activity focuses on:

understanding the role of research in the production and presentation of Art and Design solutions;

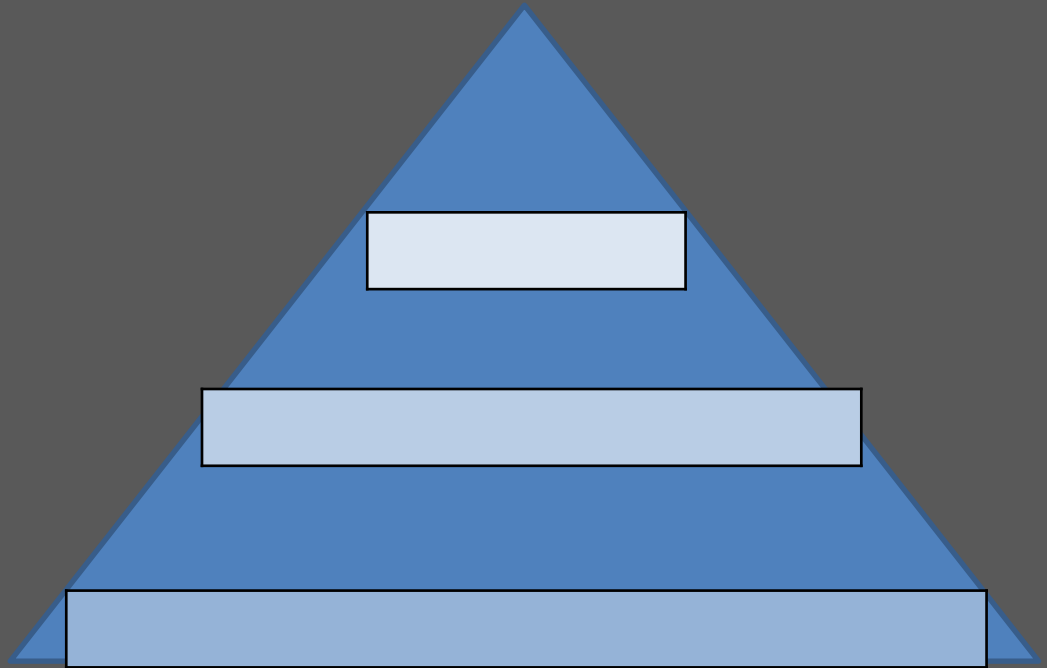
conducting research to support design ideas and creative projects;

investigating and analysing information derived from primary and secondary sources used in research;

developing critical thinking and academic writing skills to undertake independent study and practice (articulating design problem statements)

developing connections between Art and Design and community and environment

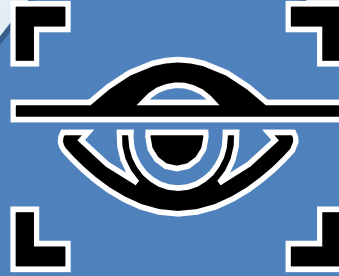
Finding Problems that need (re)Solving



Starting at the top of this triangle, write down the 3 most important things that you value most in your life as an art student today.
What are you passionate about?
Where do you see yourself in 5 years?
Is there a problem or issue around your home, village, town or city that really disturbs you?

Deliberate, Discuss, Debate

What are the issues in the world you are hoping to (re)solve?



Find your focus

Weigh in on your options

Narrow your vision

How feasible is your idea going to be?
What is your rationale?

Consider: the time that is available, materials, family support

Look at cost:
How practical is your design idea?

Who is going to benefit?

Who is your target audience or consumer?

Talk to your peers, parents, community artists, teachers, elders, business owners, environmentalists, activists, health care workers etc.

Work on your Problem Statement

For example,
you can design
and use a
step-by-step
A B C model
that is
customised to
work for YOU!

**CREATIVITY
IS KEY!**

- A- analyse your **Approach...**
- B - begin with your **Beliefs.....**
- C - consider the **Constraints....**
- D - delve deeply into the scope of your design **Decisions...**
- E - engage others within your immediate **Environment...**
- F - formulate plans for **Finishing.....**

What can you do to further define your problem statement?

- **SAMPLE IDEA**
Design and create a Vision Board for your study area at home

Use recycled cardboard or a sheet of brown paper to create a vision board.

Create a collage on your board by cutting and pasting snippets of newspaper and magazine clippings on different topics and themes

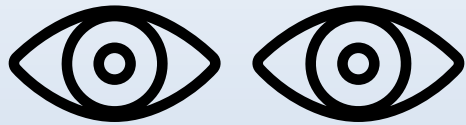
Your article cut outs may be arranged in any direction. Arrange and overlap areas where large prints and words stand out. Outline an image of your face over the words.



For example, use an ANIMATED or Pop Art style or approach to highlight your facial features in broad, black markings

Enhance
the image
of your face
on your
vision board





Touch up your VISION BOARD



- **Daily**

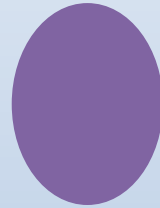
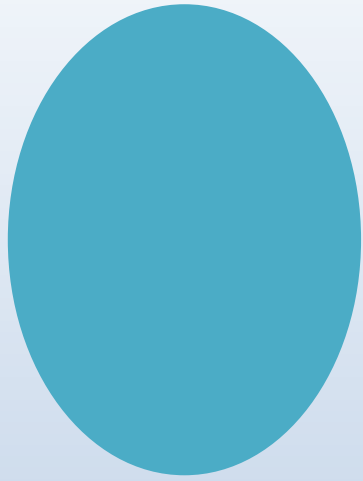
by adding new articles or words and quotes that you have read

- **Weekly**

By adding fresh colours to different areas. For example, change the values or tones inside the eyes and lips of your animated face

- **OR Monthly**

By reading and re-reading through the snippets that you collected at the start of your design process



With the development and use of
your VISION BOARD as a constant
source of intellectual MOTIVATION at
home...

...your process
of Critical
Thinking and
Inquiry
improves

Let's look at some **sample** design solutions for a few of our real-world problems today

POVERTY

Racism

Bush fires

flooding

PANDEMIC

RELIGIOUS WARFARE

STIGMATISATION

HUNGER

POLLUTION

FOOD SHORTAGES

ROAD ACCIDENTS

CHILD ABUSE

ILLITERACY

SCHOOL DROP OUTS

YOUTH

INDISCIPLINE

BULLYING

UNHEALTHY LIFESTYLES

CHILD PORNOGRAPHY

ANIMAL RIGHTS

VIOLENT CRIME

COMMUNICABLE DISEASES

School Community Safety Design Sample Idea

Can you come up with a Road Safety Wall Chart, for example, designed to remind the school population on how to cross the road in single file?

Will your designs be targeting the Infants or the older pupils? What would be a major consideration for your wall chart layout and design?

What materials would make your design solution an interactive learning tool for all ages in the primary school?

- Is there a primary or kindergarden school in your community or close to where you live?
- What might be a solution to the traffic congestion when school is over on afternoons?

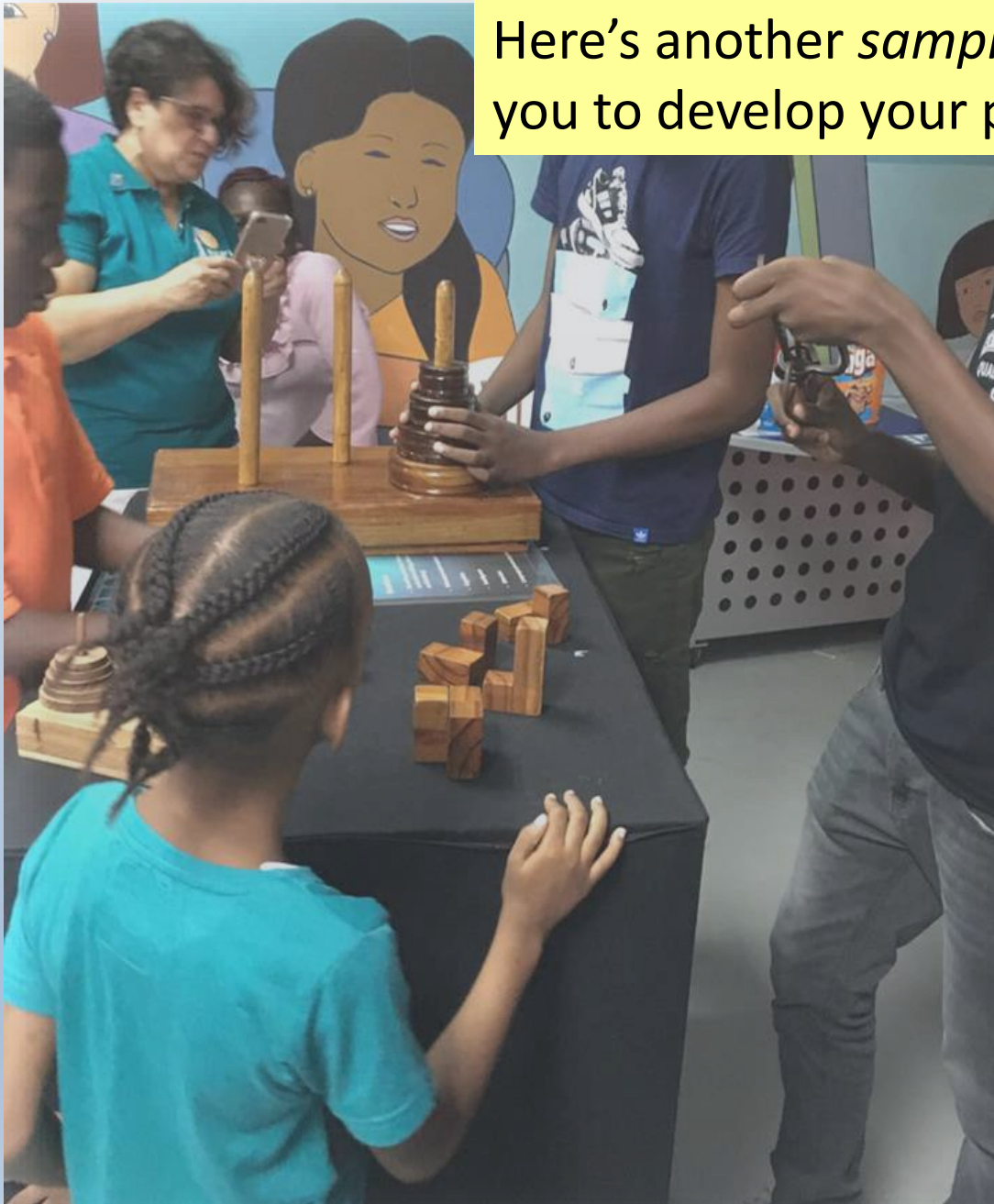
Can you invent a gadget or tool that might be useful for the school crossing guard?
Would you be able to incorporate sound or lighting in your design?

- What about the school building, classroom spaces, furniture, corridors and walkways?

- What new ideas and innovations can you try?
- Can you re-invent the space, for example with maps and markers for children (and parents) to follow?
- Given the current cultural and language barriers in some communities, can your designs also include for example, words and signage in Spanish?



Here's another *sample* design idea for you to develop your problem statement



Wooden Math Manipulatives for learners identified as having challenges with executive functioning or learning disabilities

Critical Readings and Research on Ergonomics, for example may be useful when designing for people's comfort, health and safety.

More
design
ideas *with
children in
mind*



Identity rings or ankle bands with lighting and sound sensors for infants in a Carnival crowd or Street Parade



Textured pages of a Collage Nursery Rhymes Book for visually impaired infants to enjoy and read with their fingers



Non-toxic plastic books with interactive pop up images and musical sound effects to lessen the stress of baby bath time with stay-at-home Dad

Continuous Research and Background Reading is Critical to your Design Process

- When it comes to designing for children, for example, it would be useful to search and find pertinent information and useful facts
- For example, it is said that boys see colour differently from girls
- *Look for Books, Articles and Research done for example, by Michael Gurian (2011)*



10th
Anniversary
Edition

Boys
&
girls
Learn
Different

A Guide for Teachers and Parents

MICHAEL GURIAN
KATHY STEVENS



Here are the names of some Caribbean Designers as you continue to read and research

BARBADOS

Crystal Forms

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Earth & Fire Workshop

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www.navazoe.com

Roots and Grasses

Ireka Jelani

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Williams Legacy

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Historical periods & Design Influences



Choose one Designer from the Caribbean whose work you are familiar with.

For example,

Robert Young of “The Cloth” started his designs during a period of industrial unrest in Trinidad and Tobago.

Read more about the history and development of his work. Look at 4-5 samples of his work.

Which period of World Art History do you think might have also inspired the type of lines, colours and forms of his textile designs?



Design Challenge

Think about your best friend or a family member who is very close to you

- Instead of going out to the Mall to buy them a *Birthday* or *Get Well Soon* present, for example what can you design and make with any found materials you have at home? **Write up your design proposal**
- **Your present or gift must be useful or functional for them at home**
- Write a **problem statement**, and a **rationale** for your design idea
- Is it going to benefit them in the kitchen garden, the shower, while exercising, while reading outside under the tree in the yard?
- **Give specific details of the function and utilitarian value of your proposed design**
- If you have access to the Internet, you may look at the Japanese art of gift-giving which is called *Ochugen* for example.
- Be sure to **cite your sources of research and information**

Listing of Key Readings and Research:

Adams, S. Laurie. *A History Western Art. United States of America:* Mc Graw-Hill, 2001. (3rdEdition)

Design Caribbean *Contemporary Caribbean Design Catalogue*, International Trade Centre, 2001

Feldman, Edmund. *Varieties of Visual Experiences.* New York: Harry Abrams Inc, 1987.

The National Museum
and Art Gallery

Women and Art A Journey to the Past, Perspectives and the Future, Ministry of Arts and Multiculturalism, 2011

Wallschlaeger et al. *Basic Visual Concepts and Principles for Artists, Architects.* W C Brown Publishers, USA, 1992

<https://www.slideshare.net/vikramjeet925/boys-and-girls-learn-differently-a-guide-for-teachers-and-parents>

<https://www.caribbean-beat.com/issue-98/rober-young-man-cloth#axzz6LsF5vjZg>