

## Request for: Exploratory Sketching, Danielle Ramp

Wiel, M.J. van de

This assignment is based around the training of the sketching skill and the understanding of its values. The assignment has two learning objectives: 1. Sketching as a means to communicate effectively within the design process. 2. Sketching as a tool for exploration within the creative process itself. Goal is to build confidence in the use of sketching in both domains.

Below I give feedback on your deliverables and I review your results in the context of the following competency areas:  
ideas and concepts (focus on exploration)  
form and senses (focus on figures and product form)  
teamwork and communication (focus on communication)

This feedback is complementary to the feedback that was given in class, both individually and during group reflections.

### final feedback form

- 01. quality of deliverables handed in by the student
  - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).

A. Sketchdrive online portfolio with sets of sketches related to the class topics.  
B. Written personal reflection on the assignment.

Feedback on portfolio (A):

The sketching mind-sets	- sketch battles and baseline measure are missing
Figure drawing	- complete
Setting the scene	- complete
Products and perspective (1)	- incomplete
Products and perspective (2)	- incomplete
Applied sketching	- incomplete
Extra sketches	- included

The volume of work is very low in the last half of the assignment indicating a big drop in attention and effort.

Your portfolio demonstrates progress both in terms of skill and confidence in using the communicative sketching techniques, but is less convincing in the exploratory department. You still have to build more confidence in the ability to explore by generating many fast investigative sketches before you draw your conclusions.


You seem to have picked up on most of the basic techniques and show your developing ability to apply them in the design process. Nevertheless, from your results, I cannot tell if you understand the theory from the last three classes (products in perspective).

Your motor skills have improved a lot, but can still be further developed into a more loose and efficient style of sketching.


Feedback on reflection (B):

your motivation	- included
your learning experience	- included
the value of your new skills	- included
my feedback from class	- included

Your reflection provides valuable and clear insight on most of the various techniques that were offered and the way you have personalized them. You demonstrate a good understanding of the assignments goals and it's basic principles and values. I agree with the notion that you need to put in more effort before you will be able to start using the various techniques effectively in your next design project.


- 02. the student's competency development
  - 2. Indicate learning activity & development of competency areas and give feedback on this.
    - indicate type of learning activity 


<input type="checkbox"/> project /minor and Competency Coach Feedback	<input type="checkbox"/> FMP brief and Competency Coach Feedback	<input checked="" type="checkbox"/> assignment / module or other learning activity
---	--	--


- indicate development 'ideas and concepts' 


<input type="checkbox"/> yes, substantially	<input checked="" type="checkbox"/> yes, to some extent	<input type="checkbox"/> no, although expected / intended	<input type="checkbox"/> NA
---	---	---	-----------------------------

Sketches show...  
OK understanding of the exploratory sketching mind-set.  
weak signs of labor and dedication.  
Limited experimentation (an investigative attitude).  
Some timely corrections (in blue pencil) and adjustments (perspective / proportions).  
Fair amount and variety(!) within the brainstorm sessions.  
No evolution of thought (idea / shape).  
Limited application of the exploratory techniques in a design process (project sketches).  
Improved confidence in the ability to use the exploratory techniques effectively as design tools.  
Some looseness that fits the stage of development of the idea/concept.

- indicate development 'integrating technology' 

<input type="checkbox"/> yes, substantially	<input type="checkbox"/> yes, to some extent	<input type="checkbox"/> no, although expected / intended	<input checked="" type="checkbox"/> NA
---	--	---	--
- indicate development 'user focus and perspective' 

<input type="checkbox"/> yes, substantially	<input type="checkbox"/> yes, to some extent	<input type="checkbox"/> no, although expected / intended	<input checked="" type="checkbox"/> NA
---	--	---	--
- indicate development 'socio-cultural awareness' 


<input type="checkbox"/> yes, substantially	<input type="checkbox"/> yes, to some extent	<input type="checkbox"/> no, although expected / intended	<input checked="" type="checkbox"/> NA
---	--	---	--
- indicate development 'designing business processes' 

<input type="checkbox"/> yes, substantially	<input type="checkbox"/> yes, to some extent	<input type="checkbox"/> no, although expected / intended	<input checked="" type="checkbox"/> NA
---	--	---	--

- indicate development 'form and senses' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

Sketches show...  
 Fair understanding and application of correct human proportions.  
 Limited understanding and application of correct product proportions.  
 Minimal understanding and construction of perspective.  
 OK control of line quality (fluency / variable line width).  
 Fair control of application of markers.  
 No experiment and evolution of form.

- indicate development 'teamwork and communication' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

Sketches show...  
 Fair understanding of the communicative sketching mind-set.  
 Good understanding and application of composition (backgrounds / frames).  
 Some understanding and application of storytelling elements like arrows and text.  
 Good understanding of values of shading/level of contrast.  
 Good understanding of composition and point of view in scenario's.  
 OK sense of depth in the scenes.  
 Some inclusion of environment (context).  
 Application of communicative techniques in a design process (project sketches).  
 Some signs of development of a personal style.

- indicate development 'design and research processes' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'self-directed and continuous learning' 


yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'descriptive and mathematical modelling' 


yes, substantially  yes, to some extent  no, although expected / intended  NA

- 03. process (approach)

- 3. Indicate which activity of the (design) process the student has done and give feedback on this.

- envisioning / transforming society 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- exploring / validating in context 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- making: synthesising / concretising 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- thinking: analysing / abstracting 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- 04. attitude

- 4. Describe and give feedback on the student's attitude.

- 05. advice

- 5. What advice would you like to give to the student?

Spend more time and effort on practice of products in perspective. Also try to use sketching more as an investigative (exploratory) tool in your next design project.