

# 2514QCA

## Industrial Rendering I

### Semester 1 - 2008

Academic Organisation:	Queensland College of Art
Faculty:	Queensland College of Art
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	South Bank / On Campus / In Person
Convenor/s:	Mr Philip Whiting (South Bank)
Enrolment Restrictions:	Restricted: Approval from Head of School
This document was last updated:	8 February 2008

#### **BRIEF COURSE DESCRIPTION**

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Students will work on exercises related to the disciplines of Graphic Design, Product Design and Interior Design. A variety of media and techniques are explored utilising both experimental and conventional drawing skills. The use of specialised media and mechanical aids will be demonstrated, and methods of rapid rendering will be practised. Assessment will be progressive. Students enrolling in this course must refer to course convenor.

Restriction: Student must be enrolled in a QCA or GFS Program

## **CONTENT**

This course is arranged in three distinct stages:

### **Stage 1                      Perspective drawing skills and technique development**

The course commences with elementary exercises in one point & two point perspective drawing and progressed to measured cubic perspective drawing, including isometric, oblique style drawing views. Techniques on how to manipulate perspective views for maximum presentation impact and visual effect will be practiced. Development of rapid drawing techniques and thumbnail drawing exercises for preliminary concept analysis will also be practiced.

### **Stage 2                      Rapid rendering techniques, skills and application**

The second stage of the course commences with mixed media usage and basic rendering techniques, including the use of marker pens, pastels, pencils, pen & ink and watercolour gouache. The use of different presentation materials and presentation techniques will also be explored.

### **Stage 3                      Professional Conceptual Presentation**

The course progresses to more complex course and concept rapid rendering exercises and is concluded with a set problem based assignment related to a major area of study, bringing together both perspective and rapid rendering skills.

## **SECTION A – TEACHING, LEARNING AND ASSESSMENT**

### **COURSE AIMS**

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The primary aims of this course are to enable students to develop an efficient rapid drawing perspective and rendering capability using a variety of media, and to reach a clear understanding of perspective and media application relevant to the requirements and expectations of industry.

### **Rationale**

Industry has come to rely heavily upon both the immediate conceptual and the drawing skills of designers. They are called upon to prepare preliminary representations of interior spaces, product design concept, signage and packaging design as well as advertising layout proposals. This ongoing and increasing need requires that designers develop fast but accurate rendering techniques for all manner of subjects.

### **LEARNING OUTCOMES**

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This subject is will be conducted over one semester and submission will be divided into three working assignments. The initial exercises will enable students to reach a clear understanding of the rules and benefits of applied perspective and manual rendering techniques

### **Assignment 1**

Students will conduct studio exercises in fundamental one and two point perspective drawings followed by exercises in cubic or oblique perspective drawing. They will submit an assignment comprising of three black and white, ink drawings demonstrating their understanding of these approaches and development of their perspective skills.

## Assignment 2

Students will conduct studio practice in basic rendering techniques and submit a series of four set image exercises. These will include, but are not limited to: glass, plastic, metal, timber, fabric and textured material surfaces to demonstrate the acquisition of rapid rendering skills and techniques.

## Assignment 3

Students will conduct an assignment that demonstrates their skills and combines their knowledge of perspective with that of manual rendering techniques. This will have focus towards the specific core discipline that the student is enrolled in or a specialist area of personal interest.

## CONTENT, ORGANISATION AND TEACHING STRATEGIES

Weekly contact will be 3 hours consisting of 1 hour lecture/briefing and 2 hours studio practice. Teaching will be by lecture, demonstration and group analytical appraisal. Students are required to attend all scheduled activities at the allotted times. Students will be set practical exercises and assignments to be carried out in studio and personal time.

**CAMPUS-SPECIFIC ARRANGEMENTS:** This course is taught only at QCA Southbank.

## CONTENT SUMMARY

## SCHEDULE OF SEMESTER ACTIVITIES

Week	Activity description	Assessment
1.	<b>Course Outline &amp; Briefing Assignment 1</b> Equipment and media familiarisation Lecture – Exercises in one point perspective	<b>Due week 5</b>
2.	Lecture – Exercises in two point perspective	
3.	Lecture – Exercises in measured cubic perspective, including circles & spheres & exploded drawings	
4.	Lecture – Exercises in rapid drawing perspective & thumbnail drawings. Selecting visual viewpoint(s) for visual effect and presentation	
5.	<b>Presentation and Critique</b> Technique Technical accuracy Independent practice Overall presentation <b>Semester Value</b>	<b>Assessment Weighting</b> 25% 25% 25% 25% <b>30%</b>
6.	<b>Briefing Assignment 2</b> Lecture - Exercises experimenting with markers & mixed media for visual effect, tone & shadow.	<b>Due week 9</b>

Week	Activity description	Assessment
	Observation techniques, cut & paste techniques	
7.	Lecture – Exercises in surface & texture rendering, including metal, glass, plastic, timber, textured material & fabric	
8.	Lecture – Exercises in fast track methods for illustrating the human form & nature. Scale, visual reference, reduction & enlargement Presentation techniques for rendering using different materials	
9.	<b>Presentation and Critique</b> Technique Technical accuracy Independent practice Overall presentation <b>Semester value</b>	<b>Assessment Weighting</b> 25% 25% 25% 25% <b>30%</b>
10.	<b>Briefing Assignment 3</b> Own discipline project - planning	<b>Due week 13</b>
11.	Studio practice	
12.	Studio practice	
13.	<b>Presentation and Critique</b> Perspective accuracy Rendering technique Overall presentation <b>Semester Value</b>	<b>Assessment Weighting</b> 30% 30% 40% <b>40%</b>
14.	<b>Individual Feedback</b>	

### Assessment: Attendance and participation

(This item is worth 10% of the total marks for the course)

This item assesses the degree of involvement in class activities and in teamwork. Students are expected to attend classes on time, every week. The learning process in this course depends very closely on the process of the educational product. Therefore active involvement in class activities is essential. One class may be missed without penalty. Missing a second class will result in 5% of overall marks being deducted at the end of the course. Miss a third class and you lose 10% of overall marks. No penalty will be applied if a medical certificate or a letter from the University counselor is supplied.

### ASSESSMENT

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Assessment will be conducted progressively throughout the semester and usually follows the completion of each assignment. Late submissions will attract a penalty in accord with university guidelines.

## Summary of Assessment

Item	Assessment Task	Criteria	Weight	Relevant Learning Outcomes	Assignment Deadline
1.		Technique Technical accuracy Independent practice Overall presentation <b>Semester value</b>	25% 25% 25% 25% <b>30%</b>	Satisfactory Completion of Assignment 1	<b>Week 5</b>
2.		Technique Technical accuracy Independent practice Overall presentation <b>Semester value</b>	25% 25% 25% 25% <b>30%</b>	Satisfactory Completion of Assignment 2	<b>Week 9</b>
3.		Technical accuracy Rendering technique Overall presentation <b>Semester Value</b>	30% 30% 40% <b>40%</b>	Satisfactory Completion of Assignment 3	<b>Week 13</b>

### Assessment Details

Assessment will be progressive. Students will be assessed on progress evidence of study, creativity and innovation, practicality and validity, and overall presentation. Self-evaluation will be fostered through individual consultation and participation in group critiques. Assessment weightings will be as per the attached weekly assessment schedule (above). Group critiques will be conducted and individual written feedback given at the conclusion of all assignments.

### Definition of Criteria

Technique = The appropriateness of media choice and application in terms of linear precision and spatial management.

Technical accuracy = Accurate linear construction and representation of all three dimensional aspects of the images

Independent practice = Workbook evidence demonstrating practice of techniques and individual visual enquiry

Overall presentation = Neatness, composition of images and mounting where appropriate

### Return of Assessment Items

Assessment items may be returned to the student once assessment has been notified. Items removed from the studio before assessment is completed may not be included in assessment feedback.

Notification of Availability of Feedback on Assessment

Feedback will be in written form and usually accompany the returned work in the studio. A request for a resubmission of an assessment item may from time to time be made either by the lecturer or the student dependant upon the level of achievement indicated in the feedback for the assessment item.

A resubmission will only be marked to a pass standard (5) if seen as satisfactory in accordance with the University guidelines.

**GRADUATE SKILLS**

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Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**TEACHING TEAM**

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Convenor Details	Southbank
Campus Convenor	Philip Whiting
Email	p.whiting@griffith.edu.au
Office Location	4.17 Webb Centre
Phone	38753158
Fax	38753159
Consultation times	TBA

### Additional teaching team members

If required additional teaching team members will be identified prior to the commencement of the semester.

### **COURSE COMMUNICATIONS**

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Students may communicate with tutor via email, telephone voicemail and during notified consultation times. Students are advised to make an appointment for consultation outside of the studio contact hours.

### **TEXTS AND SUPPORTING MATERIALS**

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ARENDS M. W. 1985 ***Product rendering with markers: using markers for sketching and rendering***

Van Nostrand Reinhold Co. New York  
(QCA Library NC878 .A7 1985)

CHILDERS, R.H. 1979. ***Air Powered: The art of the airbrush***

(QCA Library NC915.A35 R5 1979)

DOYLE M. E. 1981 ***Color drawing: a marker/colored pencil approach for architects, landscape architects, interior designers, and artists.***

Van Nostrand Reinhold Co. New York  
(QCA Library NC892 .D69 1981)

GRAY, B. 1996. ***Complete studio tips for artists & graphic designers***

(QCA Library NC845.G73 1996)

HANKS K. 1980 ***Rapid viz: a new method for the rapid visualisation of ideas***

W. Kaufmann, Calif.

(QCA Library T359 .H3 1980)

HOGARTH, B. 1981 ***Dynamic Light & Shade***

(QCA Library NC755.H63 1981)

KEMNITZER R.B. ***Rendering with markers***

Watson – Guptill, New York

(QCA Library NC878 .K45 1983)

LEACH, SID DEL MAR. 1983. ***Techniques of Interior Design Rendering and Presentation***

(QCA Library NC825.15 L4 1983)

POWELL D. 1990. ***Presentation Techniques, a guide to drawing and presenting design ideas***

Macdonald, London, Sydney

(QCA Library TS171 .P6 1990)

POWELL, D. & MONAHAN, P. 1987. ***Advanced Marker Techniques,***

Macdonald & Co. London, Sydney.

(QCA Library NC997 .P68 1987)

POWELL, W.F 1989. ***Perspective***

Artist Series Library

(QCA Library NC750.P78 1989)

SLADE, C. 1997. ***The encyclopaedia of illustration techniques***

(QCA Library NC845.S58 1997)

UNGER J. 1985. ***Rendering in Mixed Media, techniques for concept presentation for designers and illustrators***

Watson – Guptill, New York.

(QCA Library NC878 .U5 1985)

VERO, R. 1983. ***Airbrush: The complete studio handbook***

(QCA Library NC915.A35 V47 1983)

WALKER, T.D. 1982 ***Perspective Sketches***

(QCA Library NC750.W3 1982)

### **Websites:**

[www.keithschmidt.com](http://www.keithschmidt.com)

[www.nice-rendering.com](http://www.nice-rendering.com)

[www.alyudesign.com](http://www.alyudesign.com)

[www.fengzhudesign.com/prints.html](http://www.fengzhudesign.com/prints.html)

[www.artbyfeng.com](http://www.artbyfeng.com)

[www.ralphmcquarrie.com](http://www.ralphmcquarrie.com)

<http://www.thegnomonworkshop.com/dvds/des03.html>

## **SECTION B – ADDITIONAL COURSE INFORMATION**

### **Resources – Equipment & Materials List**

1. A4 size Bleedproof layout pad
2. Set of 24 prisma colour coloured pencils
3. Set of six (6) Micador soft coloured pastels
4. One cool grey pantone or prisma colour marker
5. One warm grey pantone or prisma colour marker
6. Set of three (3) pantone or prisma colour markers, yellow, red, pantone blue
7. Tube of white high opacity designers gouache
8. Tube of pentel 'white out'
9. One white coloured pencil
10. Two water colour brushes size 1 & size 5
11. 12" Clear ruler with bevelled edge
12. HB, 2B & 3B pencils
13. Plastic Eraser
14. Scalpel handle & number 11 blades
15. Thick black Marker
16. Finepoint Marker, black 0.3 or 0.4
17. Shellite or Acetone. **Caution: Highly Inflammable**

Health & safety issues for this course involve the use of cutting equipment (knives and guillotines) and the use of spray adhesives. Students are instructed with the proper use of this equipment and materials. Spray adhesive will not be used anywhere within the University confines and fully enclosed shoes will be worn at all times within the studio areas.

"Students should refer to the Learning@Griffith website for further information about this course".

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct, for which the University may penalise a student. Specifically it is academic misconduct for a student to:

present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work;

include in the student's individual work material that is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work;

assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work;

cheat; (Cheating is dishonest conduct in assessment);

plagiarise (Plagiarism is knowingly presenting the work or property of another person as if it were one's own.)

Visit the University's [Policy on Academic Misconduct](#) for further details.

### KEY STUDENT-RELATED POLICIES

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Student Charter](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Student Administration Policy](#)

[Policy on Student Grievances and Appeals](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Academic Calendar](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

### UNIVERSITY SUPPORT RESOURCES

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.

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Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

### PLAGIARISM DETECTION SOFTWARE

From semester 2, 2007 the University has been piloting the use of plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this course is included in the pilot your Course Convenor will provide more detailed information about how the detection software will be used.

## HEALTH AND SAFETY

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

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