

Carlie Antes

3D Design

Sample Assignments

- **Wire Word (2 weeks)**

- Choose one word to create in three-dimensional form.
- Word should be no less than 4 characters and between 4-6 inches in height
- Think about typeface/font, construction, letter consistency and overall design. Consider:
 - Does your design reflect the chosen word?
 - Is there a hidden meaning within the design that gives the viewer a fresh perspective/meaning?
 - Are there additional/decorative elements? If so, why? Are they intended to enhance or push against a general understanding of the word's meaning?
- Submit images of finished piece on canvas utilizing the class light booth
- Written Response: Write a paragraph (minimum 150 words) describing why you chose this word, what it means to you and how you chose to represent it. Explain what you feel is successful about the piece. Address what you learned working with the material and what you would do differently (if anything) moving forward.

Rubric: 30 Available Points

Homework/Sketches = 5

Ambition/Intensity = 10

Craftsmanship/Material Usage = 10

Written Response & Documentation = 5

- **Wire Wearable (3 weeks)**

- Create a piece of wearable art which you will model for critique
- Object must be a minimum of 10-15 inches in (at least) one direction. And must extend away from the figure a minimum of 6 inches.
- Think about the object in relationship to the figure. How does it function? Does it need/have moveable parts? Is it intended to accentuate or detract from the human form?
- For this project, you do not need to provide documentation. Documentation will take place during critique.
- Written Response: Write a brief introductory paragraph (minimum 150 words) explaining how you were able to apply your skills from the first project in the second. What methods for binding the wire did you find yourself most drawn to? What do you find successful about your finished piece and what areas are you less pleased with?

Rubric: 30 Available Points

Homework/Sketches = 5

Ambition/Intensity = 10

Craftsmanship/Material Usage = 10

Written Response & Documentation = 5

- **(Dis) Assembly Required—Found Object/Knolling (2 Weeks)**
 - For this assignment, each student will be assigned two terms from the 3D design Terminology Slideshow. Your finished project should reflect your assigned terms.
 - Obtain a found object that is made up of no less than 30 smaller parts.
 - After watching the Tom Sachs video “10 Bullets”, disassemble your object and arrange the pieces using the “knolling” technique
 - Give consideration to composition
 - Document your process
 - Reassemble your project into an entirely new sculptural object that reflects your assigned 3D Design terms. Consider:
 - Is the original object still identifiable or has it been sufficiently transformed (visually)?
 - Does the new sculptural object reflect it’s original identity in some way or has its meaning been transformed?
 - Objects will be critiqued in class.
 - Documentation of the following should be submitted to Canvas, this can be in video or photo format:
 - Original object
 - Knolled object (disassembled)
 - Object re-designed and redefined

Rubric: 30 Available Points

Ambition/Intensity = 10

Knolling Composition = 5

Object in Space/3D Design Elements = 5

Craftsmanship/Material Usage = 5

Documentation & Written Response = 5

- **Cardboard Arcade (3 weeks) (Group Project?)**
 - Before beginning this project, we will watch the Cane’s Arcade Video.
 - For this project, students will be working in groups with assigned partners/teams.
 - Objective: Create an original tabletop arcade game that is not only fun, but also must be well-designed, well-crafted, and functional/playable!
 - Games should have a clear objective and set rules.
 - Games can be no larger than 36” in any direction—they may be smaller, but cannot be larger.
 - In lieu of a written response for this assignment, students will fill out a project assessment on Canvas in which they will be guided by specific questions about their experiences working as part of a team.

Rubric: 40 Available Points

Homework/Sketches = 5

Participation = 10

Craftsmanship/Completion = 10

Meets Assignment Parameters = 10

Documentation & Project Assessment Survey = 5

- **Interactive 3D Design Final (4 weeks)**
 - For this assignment, you will be working with the idea of creating a display for a museum. You will....
 - Create a physical 3D model OR a 3D digital rendering of:
 - A non-existent plant, animal, mineral, or invented artifact.
 - A sculptural object that represents a larger set of concerns (I.e. Environmental, social, political, economical)
 - Develop a narrative around your object.
 - When/where/how/why?
 - Design interactive and educational materials as part of a 3-Dimensional Display that creates public engagement.
 - Considerations:
 - Is it kinetic/does it have moving parts?
 - Does it include video or audio components?
 - What is the scale of the piece?
 - Target demographic for engagement?
 - How do we interact with the piece and is it clearly communicating the intention?
 - Present a brief 5 minute slideshow including the following:
 - Concept Development, including notes/sketches
 - Key considerations in developing this piece
 - The ideal space where your exhibit would be displayed
 - Your choice of a physical model (such as a diorama), a digital rendering, a multimedia piece (such as video or audio), or any combination of these elements.
 - Include the supporting/educational information that you have developed around your invented object.
 - THERE ARE NO SIZE OR MATERIAL RESTRICTIONS.
 - STUDENTS MUST PROVIDE THEIR OWN MATERIALS.

Rubric: 60 Available Points

Research/Planning/Preparation = 10

Ambition/Intensity = 15

Craftsmanship/Material Usage = 15

Presentation = 10

Narrative = 5

Documentation = 5

OTHER GRADED COMPONENTS

- Community Engagement = 20 points
 - Throughout the course of the semester, students are required to attend two art-centered events. These could be lectures, First Friday events, demos, show openings, etc. I will do my best to announce specific events as I am made aware of them.
 - You will be required to provide thoughts/notes/documentation to prove you attended these events.
 - There will be a discussion board on canvas where students can post about the events they have attended and share upcoming opportunities for community engagement.
- (Optional) Mid-Term Evaluation = 10 points extra credit
- At midterm I will give you the opportunity to submit anonymous feedback regarding the course. You will receive 10 points simply for filling out the survey. If you choose not to fill out the survey, it will not negatively impact your grade. Think of this as an opportunity to freely share your thoughts so that I can better tailor the class to your specific needs/goals and learning style.

Discussion Board Questions:

Discussion posts + responses are due Saturday night by midnight. Every other Monday, we will spend the first 30(ish) minutes in discussion about our general topics of interest from the discussion board. This may or may not be done while also working on a given assignment. Grading will be as follows: 10 points for each week's discussion post, 10 points for each week's responses. Each initial post should be no less than 250 words, with individual posts for each question. Responses may be shorter, but no less thoughtful, and absolutely not less than 150 words each.

On Odd weeks, there will be a new discussion topic, on even weeks, you will be responding to at least 2 of your peers' posts. Be thoughtful and considerate in your feedback at all times. I do not expect everyone to agree, but I do expect each of you to offer feedback in a way that keeps the conversation moving forward in a productive manner. If there is a topic on which your thoughts/feelings do not align with that of your peers, offer an alternative perspectives rather than simply being dismissive of another's views. If you agree with your peers, do you have further thoughts/feelings/arguments that may help to bolster their perspective?

SAMPLE QUESTIONS:

1. Heading into this semester, how do you think 3D design can impact your role as an artist/craftsperson/designer and why? What, in your own opinion, is the most important skill you could gain from this class and how do you think it might benefit you moving forward?
2. Given that goals (especially for artists/designers) should be adaptable—discuss your current goals during the remainder of your college career. What are your specific areas of emphasis/interest? What would you like to be doing post-graduation? Where do you see yourself in the art/design world and why? Discuss this as though anything is attainable.

3. Consider the various ways in which people create and the tools they employ. In your opinion, is there a difference between artists, designers, and craftspeople? If so, how might one distinguish the nuanced differences between these categories of makers? If you do not think there is a difference, why?
4. Consider the potential evolution of your materials and processes moving forward, explain how you might identify yourself to others. In what scenario(s) might it be beneficial to categorize yourself? As a jumping off point...note that a tremendously large part of being an artist/craftsperson/designer involves helping others to understand what it is that you do and why you do it.
5. Consider a scenario in which either **have had to** or (thinking ahead) **might have to** restrain, alter, or compromise your creative vision for someone else. When might this be an appropriate request? When may it be unreasonable? How do you think you may react to such a scenario?
6. Being a creative is hard. Often times, creators from all areas can feel unseen, unheard, undervalued, etc... How might an individual combat those negative emotions or channel them into something useful? Brainstorm how you might combat your own potential creative roadblocks to help you continue as a successful and thriving creative.
7. How can art/craft/design effect people, places, and experiences? Why is it important that these fields exist? Be specific and use examples from both historical and contemporary moments.
8. Do artists/craftspeople/designers have the freedom to create without explanation? Or rather, do they have an obligation to explain what they do and why? What are some possible benefits for being able to talk about your artistic practice and/or the work you create? Is there a down side to this exercise?
9. Planning: What are the pros/cons to being a planner vs. working intuitively? Are there certain scenarios in which one could be more valuable than the other?
10. Reflect on the discussions and projects from this semester. What has been most beneficial and why? Specifically, think back to your first post/prompt of the semester, "What, in your own opinion, is the most important skill you could gain from this class and how do you think it might benefit you moving forward?" As we near the end of the semester, has your opinion or response to this question changed?