



MODUL HANDBOOK BASIC DESIGN

Bachelor Degree Program
Department of Interior Design
Faculty of Creative Design and Digital Business

Institut Teknologi Sepuluh Nopember



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Description of Course Unit

Course unit title	Design Basics
Course unit code	DI184101
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1 st year
Semester/trimester when the course unit is delivered	1 st semester
Number of ECTS credits allocated	6,4 ECTS Credits
Name of lecturer(s)	Lea Kristina Anggraeni, S.T., M.Ds. and Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students can understand and apply design elements and design principles in the process of doing basic task form and design in general; 2. Students can understand and master the scope of each stage of basic activities form 2D, 2D + and 3D 3. Students are able to carry out the stages of basic learning activities form creatively, systematically and accurately 4. Students are able to compile theories and applications to realize the work of the composition of the elements of 2D, 2D + and 3D and the basic design of a decent interior and can be accounted for 5. Students are able to present both manual and digital presentation, complete, systematic, accurate, and interesting 6. Students are able to work independently or team, account for his work and take a role in teamwork.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Design elements and principles 2. Design basics: shape, chromatic values, texture 3. Design principles: rhythm, harmony, and unity 4. Characteristics and details of line drawings 5. Munsell's theory of color 6. Theory of color characteristics, hue, shade, and tint 7. Application of natural and man-made materials for design basics 8. Shape and texture composition 9. 2D+ basic concept for interior composition 10. Design elements and principles in 3D interior composition 11. Optimization of 3D composition with vanishing points 12. Objects and colors in interior composition 13. Accentuation in interior composition 14. Interior composition with minimalistic and basic shapes in a 3D plane

Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Ching, Franchis D. K. 2007. <i>Architecture. Form, Space and Order ed. 3rd.</i> NJ : John Wiley & Son Inc. 2. Ocvirk, Otto; Bone, Robert; Stinson, Robert; Wigg, Philip. 1981. <i>Art Fundamentals Theory and Practice.</i> Iowa : William C. Brown Company 3. Wong, Wucius. 1986. <i>Beberapa Asas Merancang Dwimatra</i>, translated by Adjat Sakri. Bandung : Penerbit ITB. 4. Wong, Wucius. 1989. <i>Beberapa Asas Merancang Triimatra</i>, translated by Adjat Sakri. Bandung : Penerbit ITB.
Planned learning activities and teaching methods	Discovery Learning; Project Based Learning; Team Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Evaluation and Final Evaluation

Learning Outcome (LO)

LO	Description
LO3	Able to make alternatives, development, and interior design details (implementation of concepts)
LO4	Able to present design outputs (process and design results) manually and/ or computer-assisted in 2D and 3D
LO11	Responsible independently and as a team/ organization

Course Learning Outcome (CLO)

CLO	Description	Mapping of CLO to LO			Weight of CLO (%)
		LO3	LO4	LO11	
CLO1	Able to understand and apply design elements and design principles in the process of doing basic form tasks and designing in general	x			20
CLO2	Able to understand and master the scope of each stage of basic activities in 2D, 2D+, and 3D forms	x			15
CLO3	Able to carry out the stages of basic design learning activities creatively, systematically, and accurately	x			20
CLO4	Able to compile theory and application to realize 2d, 2d+ and 3D works properly and responsibly		x		15
CLO5	Able to present presentations both manual, digital, complete, systematic, accurate, and interesting			x	15
CLO6	Able to carry out tasks according to the provisions, independently and in a team and responsibly			x	15

Assessment Plan

No.	Course Learning Outcomes*	Assessment Technique	Assessment Weight (%)
1.	<p>CLO1 Able to understand and apply design elements and design principles in the process of doing basic form tasks and designing in general.</p> <p>CLO6 Able to carry out tasks according to the provisions, independently and in a team and responsibly</p>	2D work form Application Tasks (Case Method)	8.75
2.	<p>CLO1 Able to understand and apply design elements and design principles in the process of doing basic form tasks and designing in general.</p> <p>CLO2 Able to understand and master the scope of each stage of basic activities in 2D, 2D+, and 3D forms</p> <p>CLO6 Able to carry out tasks according to the provisions, independently and in a team and responsibly</p>	2D+ work form Application Tasks (Case Method)	13.75
3.	<p>CLO1 Able to understand and apply design elements and design principles in the process of doing basic form tasks and designing in general.</p> <p>CLO2 Able to understand and master the scope of each stage of basic activities in 2D, 2D+, and 3D forms</p> <p>CLO3 Able to carry out the stages of basic design learning activities creatively, systematically, and accurately</p> <p>CLO6 Able to carry out tasks according to the provisions, independently and in a team and responsibly</p>	Compilation task of theory and 2D+ application (Kognitif - Quiz)	23.75
4.	<p>CLO1 Able to understand and apply design elements and design principles in the process of doing basic form tasks and designing in general.</p> <p>CLO2 Able to understand and master the scope of each stage of basic activities in 2D, 2D+, and 3D forms</p> <p>CLO3 Able to carry out the stages of basic design learning activities creatively, systematically, and accurately</p> <p>CLO4 Able to present presentations both manual, digital, complete, systematic, accurate, and interesting</p> <p>CLO6 Able to carry out tasks according to the provisions, independently and in a team and responsibly</p>	3D shape application tasks (Team-based Project)	53.75
Total Assessment Weight			100

Learning Outcome Plan

Week	Sub Achievement-Subject Final Ability	Breadth (Learning Material)	Learning Method	Estimated Time	Students Learning Experience	Assessment Criteria and Indicator
1	Students know the systematic stages of the process of designing and applying design elements (lines) and design principles (rhythm) to their tasks.	Introductory Lecture - Introduction of design elements and design principles - Explanation of line detail, type and character - Explanation of completeness of materials, terms of work and systematic workmanship	Introductory lectures and Practice. - Explanation of design elements and design principles - Explanation of line, type and character - Explanation of rhythm - Explanation of task 1, line composition and game thickness that can form space - Provide examples of appropriate and inappropriate tasks - Discussion, question and answer and consultation. Task 1 Make a whitewash paint line paint black and white	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Able to create a line composition that forms space - Able to create creative design based on design elements and design principles - Able to use poster paint to support the design 	On time and suitable to the criteria.

2	Students are able to formulate 2D composition, using various design variables: 2D (Shape) form, value / chroma, unity, rhythm, emphasis.	Introductory Lecture - Explanation of Munsell's color theory. - Explanation of design elements: shape of field (shape), value / chroma, texture - Explanation of design principles: balance, rhythm, and unity - Explanation of completeness of materials, terms of work and systematic workmanship	Introductory lectures and Practice. - An explanation of the shape of the field, chroma, color - Explanation of rhythm, balance, unity - Explanation of task 2, Composition of field - Discussion, questioning and consultation. Task 2 Create a field composition with analogous & shade-tint colors	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to make the composition of the field that takes into account the element of balance, rhythmic and has a unity of form characters - Students are able to create and apply analog, shade and tint colors. - Students are able to make interesting field compositions 	On time and suitable to the criteria.
3	Able to see the basic geometric shapes of a design plane and develop patterns within	Introductory Lecture - Explanation of the theory & character of monochromatic color, hue, shade and tint - Explanation of design elements: shape of plane (shape), value / chroma, space - Explanation of design principles: balance, rhythm, and unity - Explanation of completeness of materials, terms of work and systematic workmanship	Introductory course and practice. - An explanation of the shape of the field, chroma, color - Explanation of rhythm, balance, unity - Explanation of task 3, Scale field composition - Discussion, questioning and assistance Task 3 Make the pattern composition inside the field with Monochrome color & accentuation	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to recognize geometric field character and make alternative pattern inside - Students are able to make interesting field pattern composition - Students are able to determine the color composition that can optimize the object 	On time and suitable to the criteria.
4	Able to choose 3 characters of objects that support the theme and create interesting	Introductory Lecture - Explanation of object character and color of theme shaper in	Introductory course and practice. - Explanation of the thematic compositions	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to determine 3 objects that support the theme 	On time and suitable to the criteria.

	compositions.	interior - Explanation of compositions of interest, free space and accentuation - Explanation of completeness of materials, terms of work and systematic workmanship	and applications in the interior - Explanation of task 4, Thematic composition - Provide precise and inappropriate examples. - Discussion, questioning and consultation. Task 4 Creating thematic compositions, 3 different shape objects, sizes (15 - 30 - 45 mm) and color. Use a split-complementary color.		- Students are able to make interesting compositions - Students are able to determine the color and location of accentuation	
5	Able to understand the character of the material and the resulting texture	Introductory lecture - Explanation of types of natural materials and, manufactured - Explanation of material character and texture generated	Introductory course and practice. - Explanation of natural and manufactured materials - Explanation of generated characters and textures - Explanation of task 4, and give an example - Discussion, questioning and consultation. Task 5 Students create 15 boxes on the A3, filled with textures of 15 materials (natural, manufactured, deliberately arranged) using black tank ink.	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	-The student has knowledge of the material and character of the resulting texture	On time and suitable to the criteria.

6	Students are able to create creative ideas by composing texture compositions	Introductory Lecture Explanation of field composition and texture Explanation of the texture character of a material	Introductory course and practice. - Explanation of material character and texture generated - Explanation of how to compose interesting field compositions - Explanation of tasks 6 - Discussion, questioning and consultation Task 6 Create a geometric plane composition (square, rectangle, equilateral triangle). Free size. Each plane is filled with a texture already created on task 5. Black ink color	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to see the uniqueness of a texture, - Students are able to make interesting field compositions - Students are able to determine the proper placement of texture in the composition of the field and determine accentuation. 	On time and suitable to the criteria.
7	Students are able to read 2D images and translate in 2D + images (forming 3D space)	Introductory Lecture - Explanation of the basic concept of 2D + form - Explanation makes the composition wake up with isometry technique - Explanation of design elements and design principles in 3D composition	Introductory course and practice. - Explanation of the basic concept of 2D + form - Explanation of how to make 2D images into 3D look using shade-tint - Explanation of compositional arrangement of interest considering the size and space. - Explanation of task 7 and give examples - Discussion, questioning and	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to create 3D plane compositions by reading 2D image data - Students are able to compose high-low compositions with interesting 	On time and suitable to the criteria.

			<p>consultation</p> <p>Task 7 Create 3D compositions by giving shade & tint. The composition of the fields and colors is made by reference task 2. The technique of drawing isometry.</p>			
8	Students are able to compose exciting 3D form compositions.	Introductory lecture. Explanation of 3D form composition on optimal space with 1 point perspective	<p>Introductory course and practice.</p> <ul style="list-style-type: none"> - Explanations make space with 1 point technique lost - Explanation of how to read the pattern on the geometric plane and determine the location of the wake composition - Explanation of how to compose an interesting wake up composition - Explanation of tasks 8 - Discussion, questioning and consultation <p>Task 8 Create 3D wake composition with 1 point missing technique. The composition of the field refers to task 3</p>	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	-	
9	Midterm Exam	Midterm Exam	<p>Description of UTS & Practice materials.</p> <ul style="list-style-type: none"> - Make an interesting 	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	- Students are able to create creative ideas in making	On time and suitable to the criteria.

			<p>wake up composition</p> <ul style="list-style-type: none"> - Determine interesting textures and colors to fill in the wake composition - Using color principles on the psychology of color, shade and tint. <p>Task 9 Midterm Exam</p>		<p>wake compositions, and put the right colors and textures.</p>	
10	<p>Students are able to create 3D compositions with rod shape, regular and different sizes.</p>	<p>Introductory lecture. Explanation of the shape of the rod on the wake composition</p>	<p>Introductory course and practice.</p> <ul style="list-style-type: none"> - Explanation of trunk material characters in wake - Explanation of the character of the composition of the wake repeated regularly - Explanation of task 10 and give examples - Discussion, questioning and consultation <p>Task 10 Make a stem-wake composition. Glory paper, folded and cut techniques of the same size should not break.</p> <p>Introductory course and practice.</p> <ul style="list-style-type: none"> - Explanation of the concept of composition considering the elements and 	<p>L/M : 2x(3x50") SL+IL+P : 2x(3x50")</p>	<p>Students understand the character of the trunk on the 3D wake and are able to create attractive design compositions.</p>	<p>On time and suitable to the criteria.</p>

			<p>principles of design: size, space, rhythm</p> <ul style="list-style-type: none"> - Explanation of task 11 and sample - Discussion, questioning and consultation. 			
11	Students are able to create 3D compositions from planes	<p>Introductory lecture. Explanation of the composition using the field by considering the high-low, thus forming 3D space</p>	<p>Introductory course and practice.</p> <ul style="list-style-type: none"> - Explanation of the concept of composition considering the elements and principles of design: size, space, rhythm - Explanation of task 11 and sample - Discussion, questioning and consultation. <p>Task 11 Create geometric field composition by arranging groove, high-low and field color of 1 color pale / pyx color glory / mica paper,</p>	<p>L/M : 2x(3x50") SL+IL+P : 2x(3x50")</p>	Students understand the concept of space in the arrangement of planes.	On time and suitable to the criteria.
12	Students are able to create 3D compositions of trunks and planes	<p>Introductory lecture. Explanation of 3D composition by using rod and plane, using the dominance of material, size and shape.</p>	<p>Introductory course and practice.</p> <ul style="list-style-type: none"> - Explanation of the concept of composition considering the elements and principles of design: size, space, rhythm, and material-form dominance. - Explanation of tasks 12 and examples - Discussion, 	<p>L/M : 2x(3x50") SL+IL+P : 2x(3x50")</p>	Students are able to create interesting trunk and field compositions, highlighting the texture of the material.	On time and suitable to the criteria.

			questioning and assistance Task 12 Create compositions using trunks & fields in the uk box. 12x24 of 3 units. Visible material and texture characters.			
13	Students are able to create 3D wake compositions.	Introductory Lecture. - Explanation of wake composition - Explanation accentuation on the wake - - Explanation of the texture on the wake	Introductory course and practice. - Explanation of the composition on the wake - Explanation determines accentuation and accentuates the texture of the wake - Explanation of task 13 and give an example - Discussion, questioning and consultation. Task 13 Create a free 3D build composition, which will be arranged based on the side-grasping. Determining the accentuation and exploration of the material on the wake. Hardboard cardboard material.	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	Students are able to determine accentuation on waking and material exploration	On time and suitable to the criteria.
14	Able to work in teams, manage time management, find	Final Project Consultation	Task review, building portfolio and final project consultation.	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	- Students are able to work together in teams,	- On time and suitable to the criteria.

15	creative ideas, provide solutions, solve problems in the field and account for the work.	Final Project Consultation	Building portfolio and final project consultation.	L/M : 2x(3x50") SL+IL+P : 2x(3x50")	<ul style="list-style-type: none"> - Students are able to find creative ideas, - Students are able to see problems, provide solutions and solve problems in the field - Students are able to manage time management 	<ul style="list-style-type: none"> - Good team work between every group member - Creative ideas
16		Final Project Submission	Final Project & portofolio marking.	L/M : 2x(3x50") SL+IL+P : 2x(3x50")		

BIBLIOGRAPHY (max 5):

1. Ching, Franchis D. K. 2007. *Architecture. Form, Space and Order ed. 3rd.* NJ : John Wiley & Son Inc.
2. Ocvirk, Otto; Bone, Robert; Stinson, Robert; Wigg, Philip. 1981. *Art Fundamentals Theory and Practice.* Iowa : William C. Brown Company
3. Wong, Wucius. 1986. *Beberapa Asas Merancang Dwimatra*, diterjemahkan oleh Adjat Sakri. Bandung : Penerbit ITB.
4. Wong, Wucius. 1989. *Beberapa Asas Merancang Triimatra*, diterjemahkan oleh Adjat Sakri. Bandung : Penerbit ITB.

Notes:

* Presentation

Note:

- 1 credit = (50' L/M + 60' SL + 60' IL)/Week
IL = Independent Learning
T = Theory (knowledge)
L/M = Meeting (Lecture)
PS = Practical Simulation (3 hours/week)
P = Practice (Skillfulness aspect)
SL = Structured Learning
LP = Laboratory Practice (3 hours/week)