

Does your room look like this?

Do you wish your parents wouldn't store everyone's coats in your closet? Or share the space with your siblings?

How can you re-design your room to be more multi-functional?

You will learn how to use the Design Process to identify a problem, brainstorm a solution, create a plan, and present your idea as a perspective drawing of your dream room!

We may join a forum at DiscoverDesign.org where you can see what other teens like yourself are dreaming of for their personal spaces. (more detailed activities can be found there, too)



Accountability Chart – Work to Do!

Assignment	Due Date	Complete
Collect Information		
Brainstorm Ideas		
Develop Solutions		
Final Design		
Present Final Design to Class		

Perspective Drawing Rubric – Grade to Earn

	Meets Standard	Approaches Std	Not Yet
Lines	Lines are straight, Ruler consistently used to draw, Horizontals and verticals are parallel to edges of paper.	Most lines are straight, but horizontals and verticals are not parallel to edges of paper	Lines are not straight (apparent that student did not use a ruler) Horizontals and verticals are not parallel to edges
Vanishing Point	Student understands one-point perspective, Uses VP correctly, Receding lines drawn to VP to create depth.	Drawing only has one or two errors in the use of the vanishing point.	Vanishing point was not used consistently. Appearance of depth not achieved.
Furniture	At least 3 pieces of furniture were drawn in the room using one-point perspective (starting with a square or rectangle)	Only 2 pieces of furniture were drawn in the room using one-point perspective (starting with a square or rectangle)	Only 1 piece of furniture was drawn using one-point perspective. OR Student did not draw furniture using one-point perspective at all.
Wall Items	At least 2 items are drawn on the side walls using one-point perspective (windows, doors, posters, mirrors)	Student drew only 1 item on the side walls using one-point perspective.	No items were drawn on the walls using one-point perspective.
Color/ Shading	Colored pencils only were used. Student shaded realistically, and in one direction.	Colored pencils only were used, but drawing is hastily or poorly shaded (scribbled or in all directions)	Media other than colored pencils were used (ie crayons, markers, or graphite pencil) Room is incompletely colored or not at all.
Craftsmanship	Lines were neatly and carefully drawn. Student correctly erased the draft lines.	Most of the lines are neatly and carefully drawn. Draft lines are not completely erased.	Lines are poorly drawn. Little or no erasing of draft lines was done. Paper has tears or smudges.

Time and Effort	Class time was used wisely. Much time and effort went into planning and creation of the drawing.	Most of the class time was used wisely, but the student could have been more focused.	Class time was not used wisely and student put little effort into the project. Drawing is incomplete.
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Bedroom Re-Design Assignment Requirements – Directions to Follow!

Design Step	Task	Directions
Collect Information	Inventory	Take full inventory of everything in your room, listing and categorizing what works and what doesn't
	Photos	Take photos of your room and the entrance / hallway
	Existing Floor Plan	Draw a floor plan on graph paper to scale, including furniture , closet, door, and window(s)
	Like/Don't Like	Make a list of those features that you really like about how your bedroom looks / functions. Make a separate list of all the ways it is not so well-designed (too small, poor lighting, door in the wrong place, too far from the bathroom, etc)
	Think About	The light (natural and artificial), the type of furniture (heavy, light), materials (paint, carpet)
Brainstorm Ideas	Adjectives	Make a list of 10 adjectives that describe how you want your re-designed room to be.
	Dream Room List	Make a list of what to include in your room to make it like your list of adjectives: <ul style="list-style-type: none"> - Functions to include (sleeping, studying, entertaining, etc) - Furniture and equipment - Colors , textures, and designs - Lighting (for studying and entertaining) - Location of door, windows - How big the room needs to be to accommodate everything
	Research	Look for photos online and in magazines to inspire you.
Develop Solutions	Make a Floor Plan	Create a floor plan of your Dream Room. Be sure to include: <ul style="list-style-type: none"> - a bed or place to sleep - a way to store clothing, shoes, and other accessories (closet, chest of drawers) - a place to study (desk for a computer, or just a comfy chair?) - Lounging area - Artificial light for different tasks - Window coverings to control natural light and privacy - A way to display important items - A bathroom? Use scraps of graph paper to make "furniture" to move around and consider various layouts Refer to example floor plans to help you envision possible use of space
Feedback	Present to small group	Share your list and floor plan with your small group. Get feedback to improve your design.
Improve Design	Make changes	Take into account your groups feedback and make improvements to your design
	Rough Draft	Choose one view of your room to illustrate in a perspective rendering. Make a rough draft on newsprint paper. OR Draw a "bird's eye" view looking down into your room using one-point perspective
	Final Design	Transfer your design to white drawing paper, add personal items and details, color and shade it.
Feedback	Present to Class	Share your floor plan and rendering with the class. Explain the features you have included, and how you have improved your space to be more multi-functional.

Design Process chart and more detailed activities can be found at DiscoverDesign.org (Used with permission)