Project Summary

Title: Assignment 3 – Lantern Sketches + Rationale (15%)
Due Date: Week 9

Please note: This is an OUTLINE only - clarification will be provided in class.

Introduction

This assignment supports the early development phase of **Project 2 – Lantern Project** by guiding students through structured ideation, visual planning, and theoretical reflection. Students will generate multiple design variations for their lantern, explore construction possibilities, and begin translating abstract ideas into a coherent and buildable concept.

Through sketches, diagrams, and written rationale, students will demonstrate how the elements and principles of design shape their thinking. This process is not only about what the lantern looks like, but how it works, how it tells a story, and how light, shadow, form, and surface come together in a unified concept.

By linking their ideas to Gestalt principles and colour theory, students will strengthen the relationship between visual logic and spatial expression—skills essential for any interior designer working across both conceptual and technical dimensions.

Project Requirements

To complete this assignment successfully, students will submit a concept package that documents the ideation, theoretical grounding, and technical planning for their lantern design. This work forms the foundation for the final build in Project 2 and must demonstrate thoughtful development and design clarity.

1. **Generate Multiple Design Sketches**
   - Submit a minimum of three distinct concept variations for your lantern.
   - Sketches may be hand-drawn or digital but must be legible, labelled, and show meaningful design differences.
   - Don't forget pattern and light transmission – equally important
   - Consider form, structure, materials, and how light will interact with the design.

2. **Develop Construction Drawings**
   - Provide diagrams or annotated drawings showing how the lantern will be built.
   - Include materials, joints, connections, and overall assembly strategy.
   - Indicate scale, orientation, and how the light source will be integrated.

3. **Apply Gestalt Theory**
   - Choose at least two Gestalt principles (e.g., closure, proximity, continuity) that are evident in your proposed design.
   - Write a short explanation (1–2 paragraphs) analyzing how these principles are expressed in your concept.

4. **Create a Colour Plan**

- Develop a colour palette for your lantern and justify your selections using colour theory.
- Include both visual swatches and a short written rationale explaining how colour will support mood, contrast, narrative, or emphasis.

5. **Ensure Visual Clarity and Consistency**
   - Organize your submission as a single, professional PDF with clear headings and logical flow.
   - Label all components and ensure your visuals communicate your design intent effectively.

Submission Checklist

Please use the following list to ensure your submission meets the project expectations. Missing elements may impact your grade.

Format and File

☐ At least three clearly presented lantern design variations (sketches)

☐ Construction diagram(s) showing materials, joints, and assembly logic and cut outs for light transmission and pattern

☐ Gestalt theory analysis (minimum two principles explained)

☐ Colour palette and written rationale included

☐ All pages compiled into a **single PDF**

☐ File saved as: INDE1010 A3 Lantern Sketches YourName.pdf

Content

☐ Designs demonstrate originality, clarity, and exploration of concept

☐ Technical planning shows feasibility and material awareness

☐ Gestalt principles are correctly identified and linked to the design

☐ Colour theory is applied with intention and relevance to the concept

Submission

☐ Uploaded to Blackboard by the due date (Week 9)

☐ All checklist items reviewed before submission

Evaluation Criteria - 15% of Final Grade

Assessment is based on the attached grading rubric.

• Level 3/4 (Accomplished – 75%): Completes all required work to standard

Level 4/4 (Mastery – 85%–100%): Demonstrates exceptional understanding, includes additional research, connects work to standards, delivers outstanding presentation, and shows evidence of critical self-reflection.

Course Outcomes

CLO 1: Differentiate, interpret, and manipulate the elements and principles of design
– Achieved by requiring students to integrate form, balance, texture, rhythm, and colour into both the structure and surface of a lantern. Through block printing, cutwork, and material selection, students apply design principles across 2D and 3D space to produce a cohesive visual experience.

CLO 2: Explain design criteria and rationale for making design judgements through the iterative process
– Achieved through sketch variation, construction logic, and reflective analysis of colour and Gestalt theory. Students document how and why key decisions were made, demonstrating awareness of how the design evolves through critique and ideation.

CLO 3: Explain the process for determining and the reasons for developing adjacencies, functional relationships, and spatial organization in the process of solving a design problem
– Achieved by requiring students to consider how printed elements, cut-outs, and layered materials interact to cast shadow patterns. Students must organize spatial components to ensure both structural integrity and intended visual outcomes when illuminated.

CLO 5: Identify human responses in varying sensory environments
– Achieved through the design and evaluation of lanterns intended to be viewed in darkness. Students explore how light, shadow, and ambient conditions affect emotional and perceptual responses, encouraging design decisions that heighten sensory impact.

CLO 6: Explore the impact of culture and physical abilities on the perception of space and the design of environments
– Achieved by inviting students to embed personal or cultural narratives into the lantern design. Through visual storytelling, symbolism, and light-based interpretation, students explore how meaning and accessibility can be conveyed to diverse users.

CIDA Standards

Standard 4. Global Context
b) Student work demonstrates understanding of how physical contexts inform interior design.
Proof: The lantern is intentionally designed for display in a dark room. Students must consider spatial relationships—such as ceiling height, wall distance, and viewer movement—to ensure shadow and light interplay functions effectively. This demonstrates awareness of how interior environments influence design outcomes.
c) Student work demonstrates the ability to design environments that respond to diverse social, economic, and cultural contexts.
Proof: Students are encouraged to embed personal or cultural meaning into the lantern's form and imagery. Through print design, symbolism, and narrative, they reflect on how visual language can convey cultural values and identity within interior settings.

Standard 11. Design Elements and Principles
a) Students understand the elements and principles of design and related theories, including spatial definition and organization.
Proof: Students apply design theory—such as Gestalt principles, rhythm, emphasis, and scale—in planning how their lantern operates both as an object and spatial intervention, integrating 2D and 3D concepts.
b) Student work demonstrates the ability to explore design solutions through the use of a variety of media.
Proof: Students engage with digital and hand-drawn sketches, block printing, colour studies, and physical construction planning to explore and refine their lantern concepts.
c) Students effectively apply the elements and principles of design and related theories to two-dimensional design solutions.
Proof: The block print compositions and colour plans require compositional thinking, symbolic imagery, and theoretical application in 2D.
d) Students effectively apply the elements and principles of design and related theories to three-dimensional design solutions.

Proof: The overall lantern structure—form, texture, and rhythm—must align with the design intent and narrative, demonstrating a purposeful 3D spatial resolution.

Standard 12. Light and Color
a) Students are aware of the impact of illumination strategies and decisions.
Proof: Students must design for lighting effects and consider how internal illumination transforms both the surface (prints) and surrounding space (shadows), requiring intentional lighting choices.
b) Students understand the principles of natural and artificial lighting design.
Proof: The lantern's experience shifts depending on ambient light conditions (daylight vs. darkness), prompting students to account for this variability in their design.
f) Student work demonstrates understanding of color principles, theories, systems, and terminology.
Proof: Students create a colour plan based on theoretical principles to support their print narrative and lantern form, demonstrating knowledge of hue, contrast, and harmony.
g) Student work demonstrates understanding of color in relation to materials, textures, light, and form.
Proof: Colour decisions must account for the interaction between inks, fabric or paper translucency, and light diffusion, showing sensitivity to material response.
h) Student work demonstrates the ability to appropriately select and apply color to support design purposes.
Proof: Colour is deliberately chosen to reinforce the story being told through the lantern, connecting meaning and emotional response to visual language.

Rubric: Assignment 3 – Lantern Sketches + Rationale

Criterion	Level 1 (Limited)	Level 2 (Developing)	Level 3 (Accomplished)	Level 4 (Mastery)	Weight
File & Submission Requirements	File is incorrectly named, submitted late, or in the wrong format.			File is correctly named, submitted on time, and in the proper format.	1 (only if Level 4 is met)
Design Iteration & Sketch Quality	Few or no variations; sketches lack clarity or intention.	Multiple sketches present, but minimal exploration or unclear improvements.	At least three distinct, well-executed variations show exploration and refinement.	Sketches are innovative, diverse, and clearly communicate thoughtful iteration and refinement.	8
Construction Logic	No clear construction method; diagrams missing or ineffective.	Some attempt at showing construction, though logic or materials may be unclear.	Diagrams clearly show how the lantern will be assembled, with appropriate materials listed.	Construction diagrams are highly detailed, logically structured, and demonstrate strong build insight.	4
Gestalt Theory Application	Missing or misapplied principles; little	Gestalt principles identified but	Gestalt analysis is accurate and applied	Gestalt theory is integrated with sophistication,	4

	analysis or connection to design.	applied inconsistently or without clarity.	meaningfully to the design.	reinforcing the design logic and experience.	
Colour Theory Application	Colour use is arbitrary or unsupported by rationale.	Colour plan is present but weakly supported or unrelated to theory.	Colour choices are intentional and supported by principles of colour theory.	Colour plan demonstrates expert application of colour theory, enhancing emotion and form.	4
Visual Communication & Organization	Layout is unclear, disorganized, or incomplete.	Basic organization of visuals and labels present.	Drawings and diagrams are clearly labelled and logically arranged.	Exceptional clarity and flow; visuals are compelling and professionally presented.	4
				Total	25

Final Insights

STOP:

START:

CONTINUE: