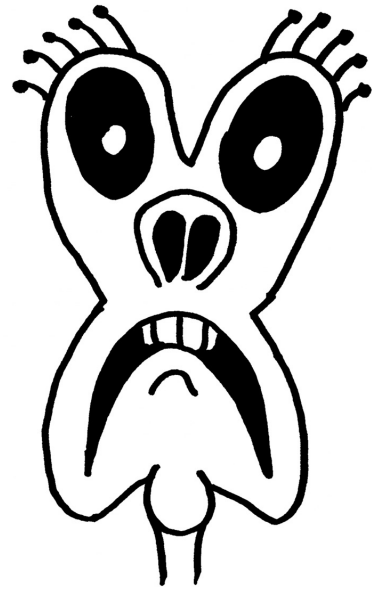
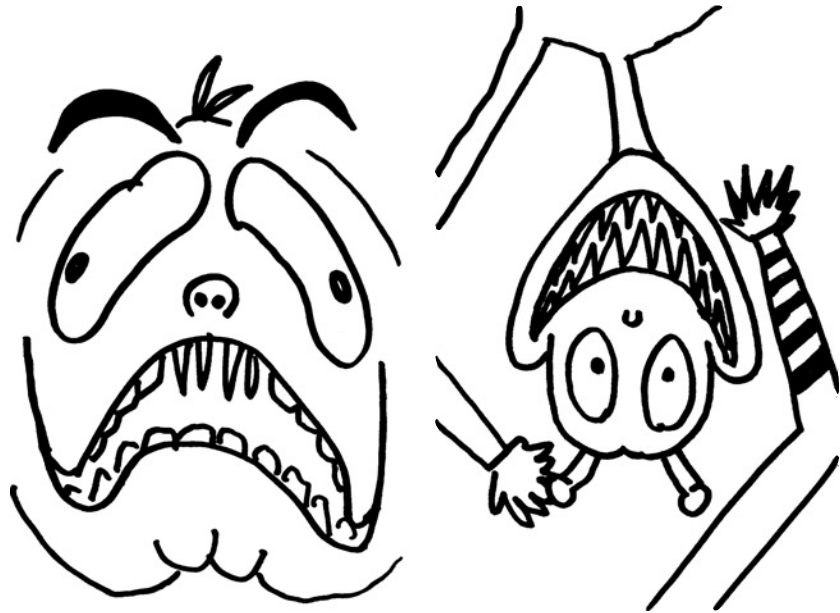


2023



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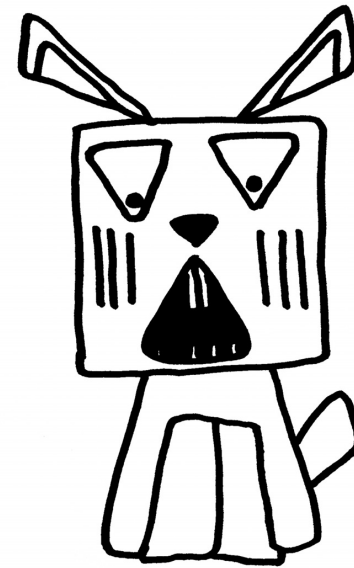


Walter - Hersche

For - Leo.

Making Drawings, Making Things

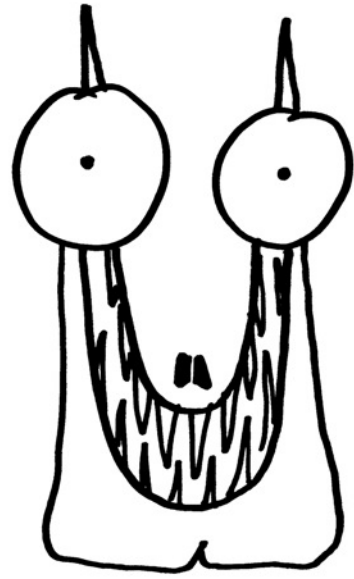
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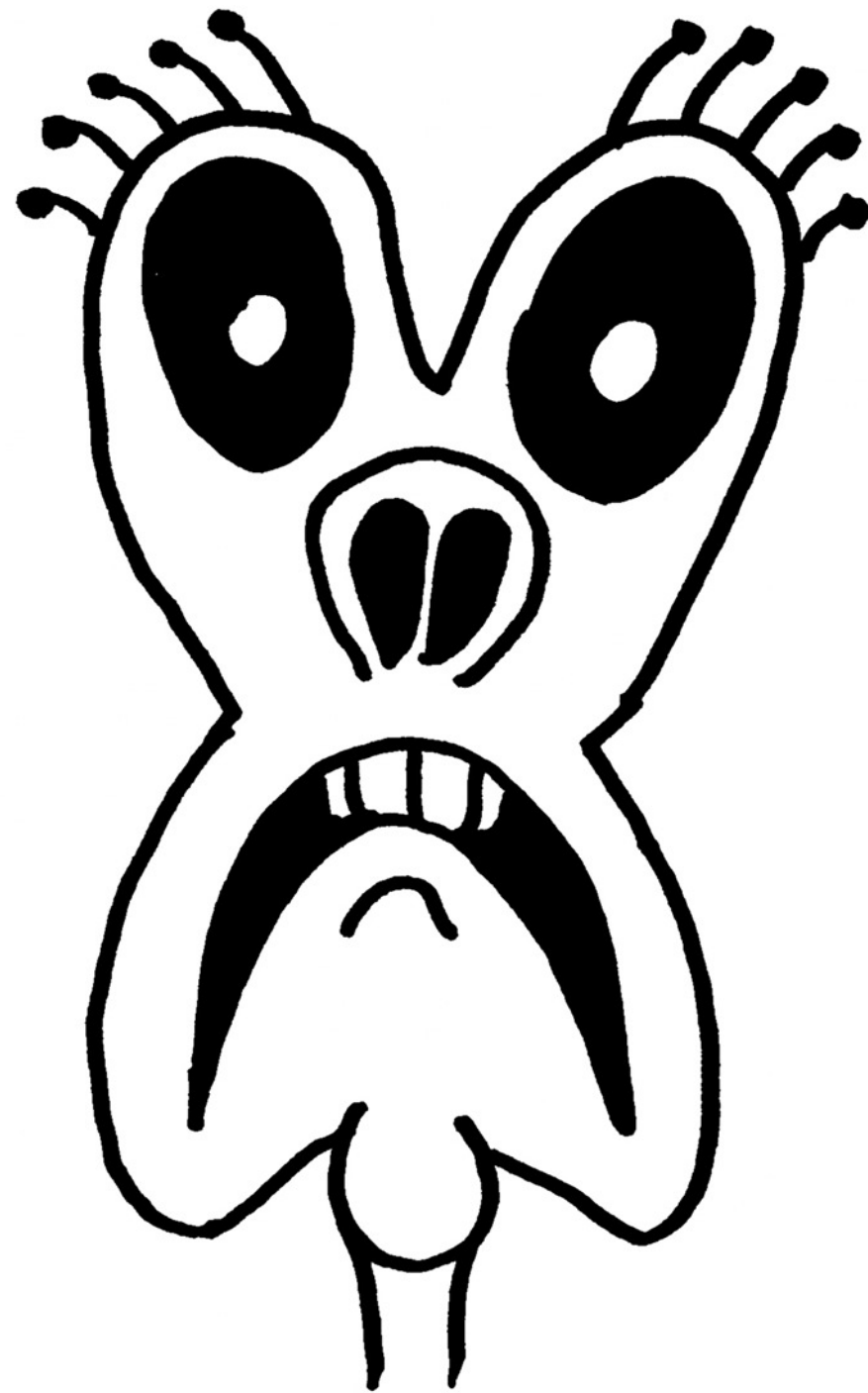
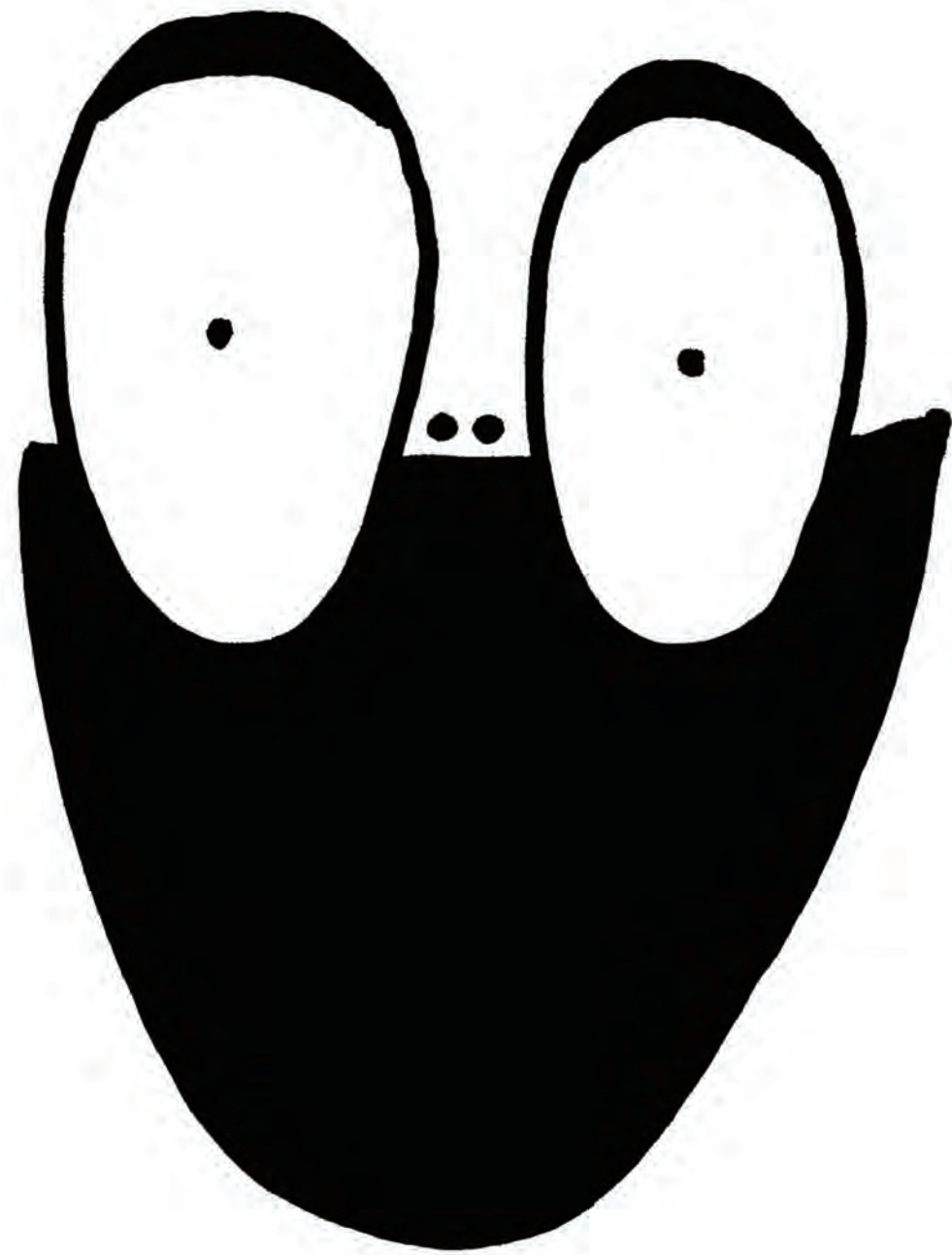
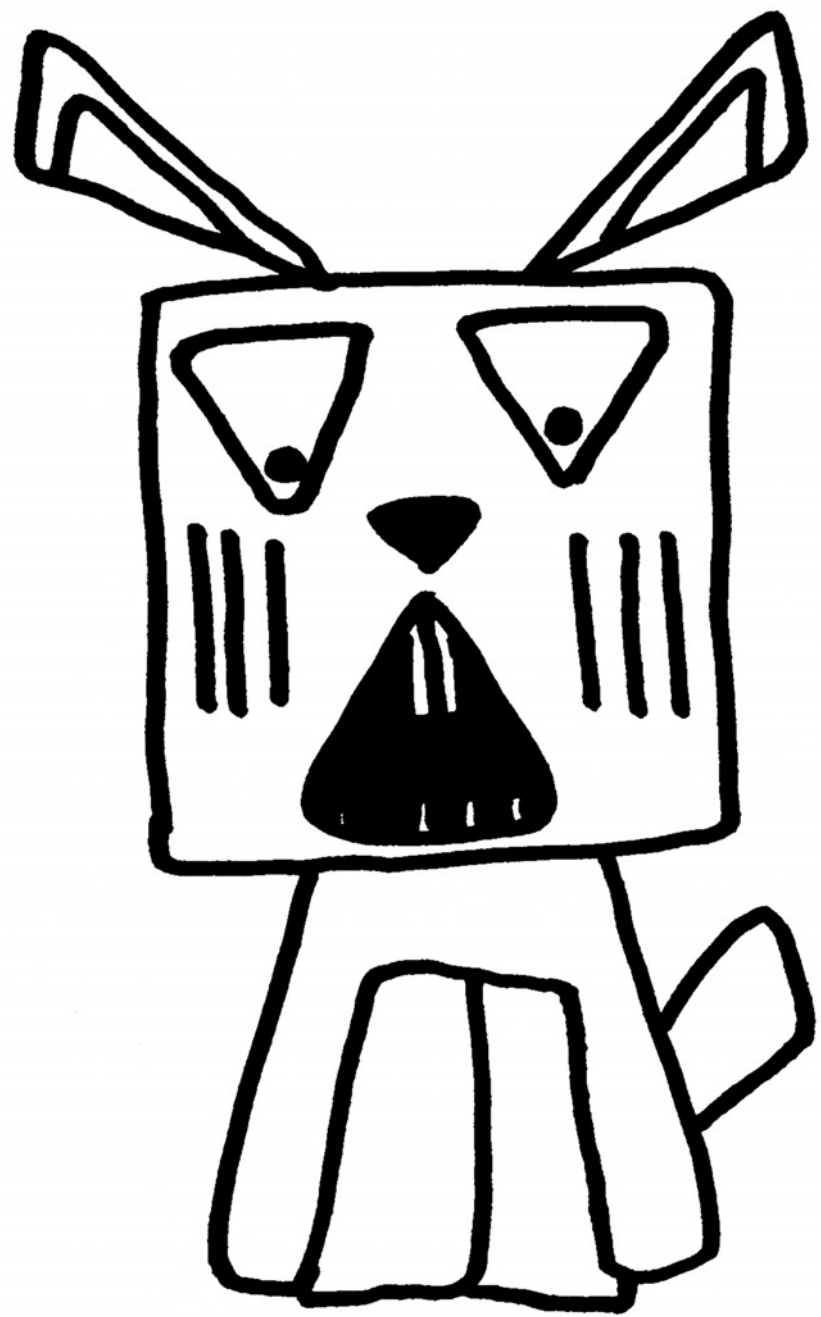


Wonhee Lee33672811



Making Drawings, Making Things





This Book is for
Leo

GOLDSMITHS IFC STUDENT

CERTIFICATE IN DESIGN

Published by the GoodFellas Studio

Wuanny Group (KOR) ., Mabang-ro 2 gil,

Seoul, 06778, Republic of Korea.

This translation first published in GoodFellas Studio 2023

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Introduction copyright © Walter Hersche, 2023

Foreword copyright © Wuanny Group., 2023

Originally published in the United Kingdom by WH. Lee, Seoul, 2023

MACBOOK PRO CATALOGING-IN-PUBLICATION DATA

Wonhee Lee, Walter Hersche, 2001-2234.

[For-Leo. English]

For-Leo: The folio for Making Drawings, Making Things / Wonhee Lee; translated by Walter Hersche;

foreword by Walter Hersche; introduction by Wonhee Lee.

pages cm. (Goldsmiths University of London)

Includes bibliographical references.

ISBN 123-4-56-78901-2

1. Young men-England-Fiction. 2. England-Social conditions-2001-2023-Fiction.

I. For-Leo, Making Drawings, translator. II. Title.

PTO0132.E85D413 2023

833'.912-dc23

20231231

Printed in the United Kingdom.

11 13 15 17 19 20 18 16 14 12

Set in Adobe Illustrator 2022.

For - Leo.

The Folio for Goldsmiths IFC
Certificate in Design: Making Drawings, Making Things

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For—Leo

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- 15– Workshop 03: Iterative Drawing
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Workshop 01:

IFC Design 2022-23 | Continuous Lines

DS50002A

Making Drawings Making Things

Autumn term week 02

the Brief.



Context

As a designer you are often asked to generate new concepts for work and solutions to challenges. There are many ways to do this. Sitting and thinking about your task will help, but often you will experience a block doing this. Writers know this as 'writer's block', designers often refer to it as 'designer's block'. This course 'Making Drawings, Making Things' is designed to help you to develop and record a series of methods and processes, a 'tool kit', through drawing and making, which will enable you to consistently generate new ideas. You will record these tasks, the work you generate and the skills that you learn through doing them, in a folio. You will submit this at the end of the term, but you should keep it and build on it as a reference resource throughout your career as part of your practice. Each task can be used to generate new ideas (a process often called 'ideation') for any project you have and you should repeat the tasks, changing their focus so that they are relevant to the needs of your other projects you have in the future.

This first task is intended to break your existing ways of drawing, in order to dislocate the drawing action from any preformed concepts. This is vital, in order to allow the actual act of drawing to operate as a true creative thought process, rather than simply as a tool to communicate a preconceived idea.

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Brief

1. HUMAN SONOGRAPH

Take your sketchbooks and a pencil. Think of a natural phenomenon. Search for the sound it makes on www.freesound.org. Listen to a recording of the ambient sounds you chose and, starting in the middle of the page, draw a line spiralling outwards that represents the sounds you are hearing in some way. Do not take your pencil off the page! Do not stop the pencil moving!

2. PATH/SOUNDS/TRACE

Choose a destination on a map that you can easily walk to. Draw your route as a continuous line drawing onto a sketched map. Next, make the journey by foot, all the while drawing the sounds that you hear around you in your sketchbook. Do not take your pencil off the page! Do not stop the pencil moving!

3. DOODLE SMASH

a) At your destination, take your sketchbook and pencil and sit somewhere you can comfortably draw. Set a timer for 10 minutes. Find a view and draw that view for a "timed" 10 minutes. Do not take your pencil off the page! Do not stop the pencil moving! When the time is up, immediately continue

drawing the view again, repeating this 3 more times, drawing for further "timed" 10 minute durations, but change what you are drawing to represent 1: Sounds, then 2: Movements, then 3: Your feelings related to what you see. Do not take your pencil off the page! Do not stop the pencil moving!

All drawings MUST be made from 1 continuous line drawing-
DO NOT TAKE YOUR PENCIL OFF THE PAGE!
DO NOT LET YOUR PENCIL STOP MOVING!

Bring your work back to the studio and we will discuss your drawings afterwards.

Assessed Outputs

Reflective report- PDF 2 x A4 pages (minimum) upon at least 4 sketchbook pages that you have produced for this task.
Uploaded by 09:00am this coming Thursday.

Learning Outcomes

At the end of this course students will be able to demonstrate:

- o That they have acquired Practical, Factual and Theoretical knowledge across a range of drawing and modelling systems and techniques.
- o A range of cognitive and practical skills that can be used to generate ideas through drawing and modelling
- o That they are able to understand appropriate forms of drawing and modelling within different stages of a design process.
- o That they can distinguish between rough/ quick methods of drawing and modelling and when to use them as opposed to exact precise/finished drawings and prototypes and their application.
- o An appreciation of the time and resources required, producing drawings, models and prototypes to a required standard.

Schedule:

Introduction	10 minutes
HUMAN SONOGRAPH	20 minutes
PATH/SOUNDS/TRACE	20 minutes
DOODLE SMASH	60 minutes
Discussion/Documenting	45 minutes

Notes

References; Bruce Chatwin 'Songlines' (Book)

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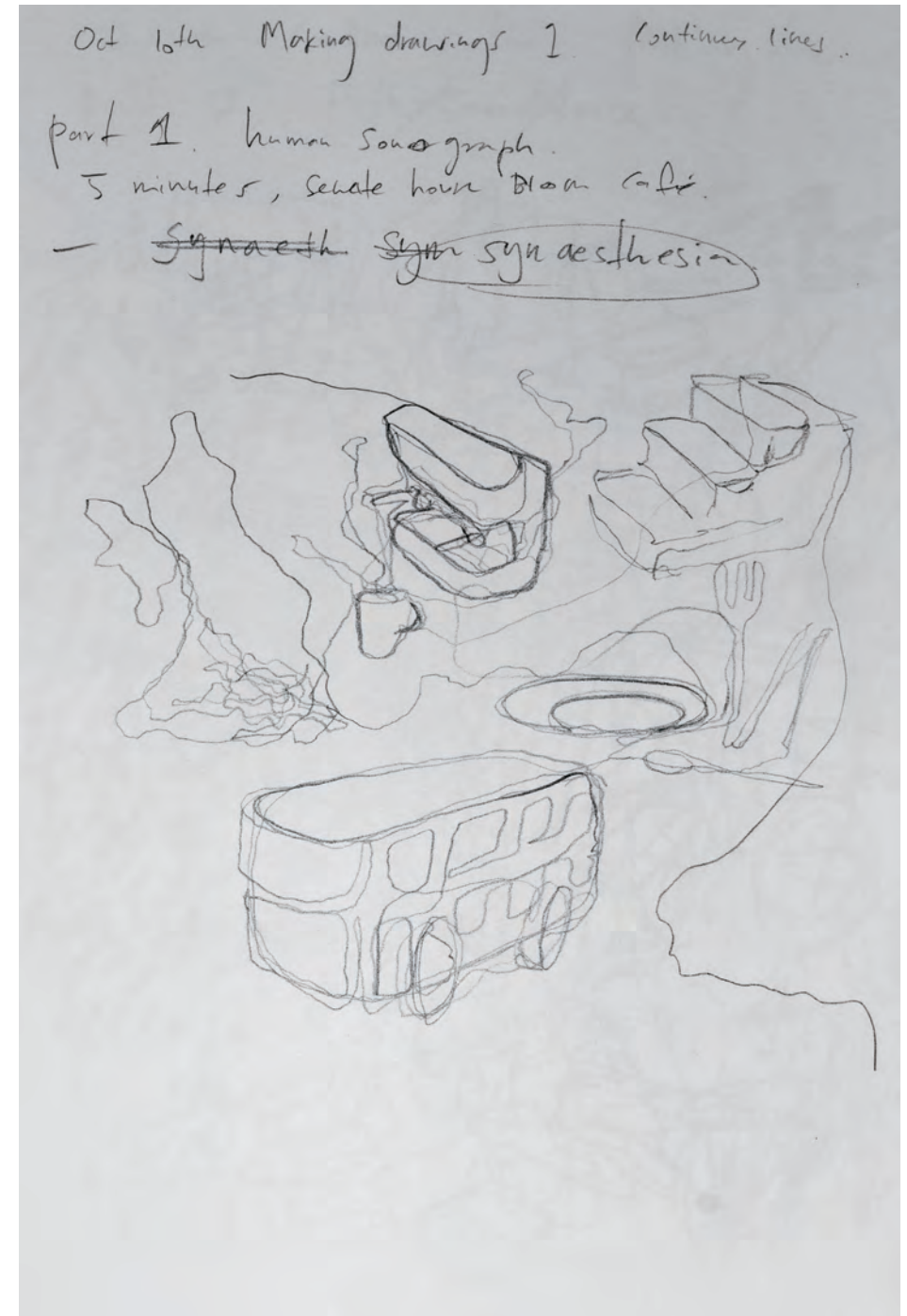
VLE area for this module: <https://learn.gold.ac.uk> (course: DS50002A Making Drawings Making Things)

VLE area for this module: <https://learn.gold.ac.uk> (course: DS50002A Making Drawings Making Things)

October 10th 2022
Making Drawings:
Continuous Line Drawing: Part 1

HUMAN SONOGRAPH.

The mission was to not take our pencils off the paper. The task given was to draw the sounds around the place where we were at (British Museum Cafe). First of all, we took of our time with closed eyes and focused to the sounds we could hear near us. I started my line from the top and made a form of a coffee machine which I could hear the most. The coffee machine leads to the shape of London, simply because we were in London. Drawing of the bus suddenly appeared in my head, and thats why it was in the next drawing. Since this was the first part from the Continuous Line Drawing project, my head needed some warm up and this way was a very valuable way.. During our class, the word syn-aesthesia was strongly mentioned. It does, absolutely helps our brain to release the stiff synaesthesia ability and be it more functional.





October 10th 2022
Making Drawings:
Continuous Line Drawing: Part 2

PATH/SOUNDS/TRACE.

The first thing we did was to make a route to our destination which we have chosen at our starting point (Senate House Cafe). My final destination was the Gorden Square which was located a little bit above the Senate House in the map. The project was to draw continuous line while I walk to the destination. At first it was embarrassing but also very interesting as well. I started to draw some of the sounds I hear while I walk, but there was a mistake with my sizing technique. Everything was expressed too big. If I look closely enough, it is possible to recognize some of the details I have made, for example, the writing on the left side represents the people walking next to me and those words are the words that they said. In the middle of the line, there is a little structure which is the fences I could see very easily during my walk. In this line drawing, I have added all sorts of details including sounds, structures to all life forms. By doing this, I felt and decided to draw with more precision. As I mentioned earlier, drawing while walking around the street was very embarrassing at the first time, however, later on, it actually gave me a little bit of confidence and a sense of reality that I am an art student. So, when I almost arrived to my destination, I was feeling very confident and proud of drawing outside. I want to thank this situation for giving me such a unusual and imaginative experience which I have never experienced in my whole life. I am very sure it will actually help me a lot.

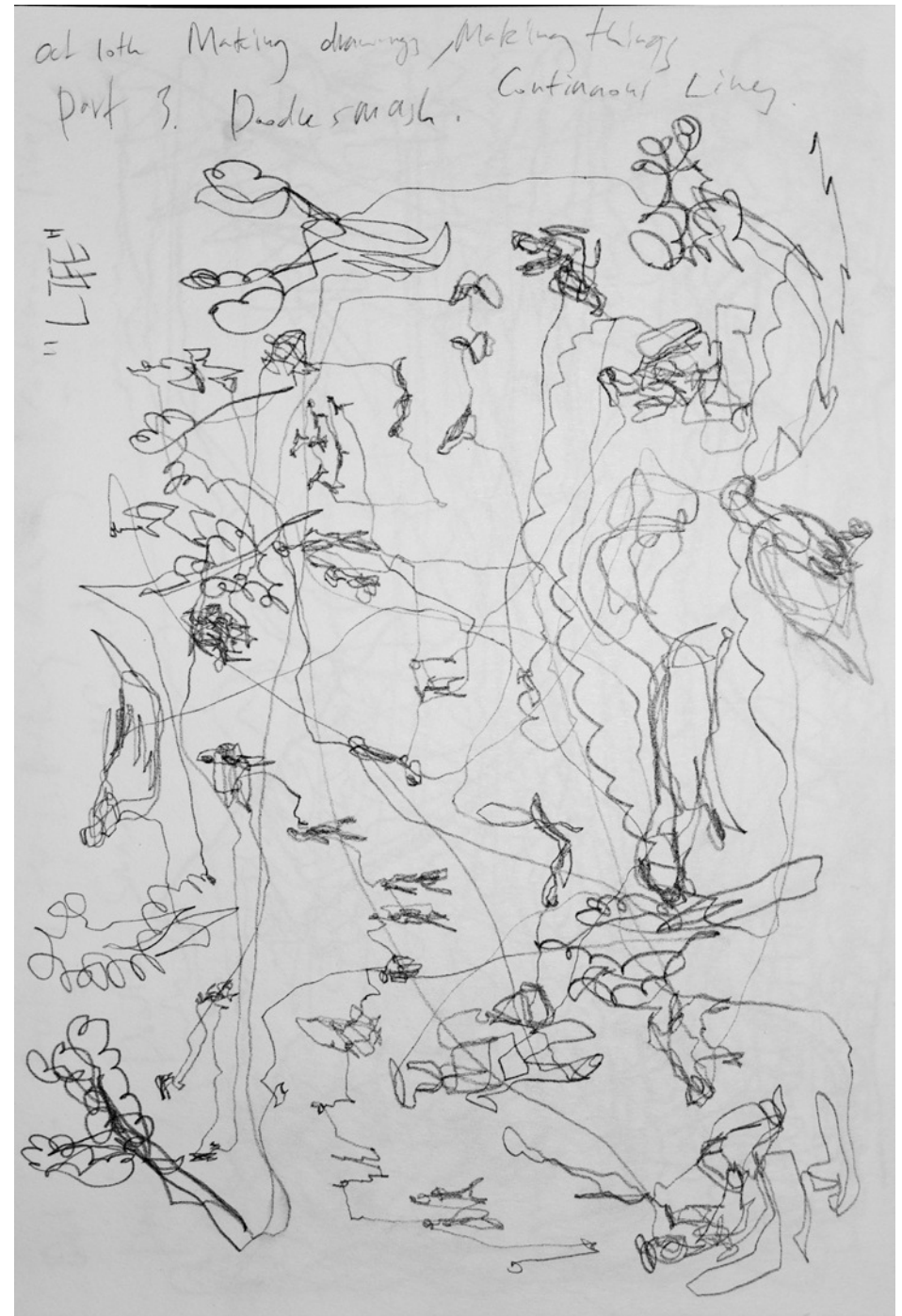
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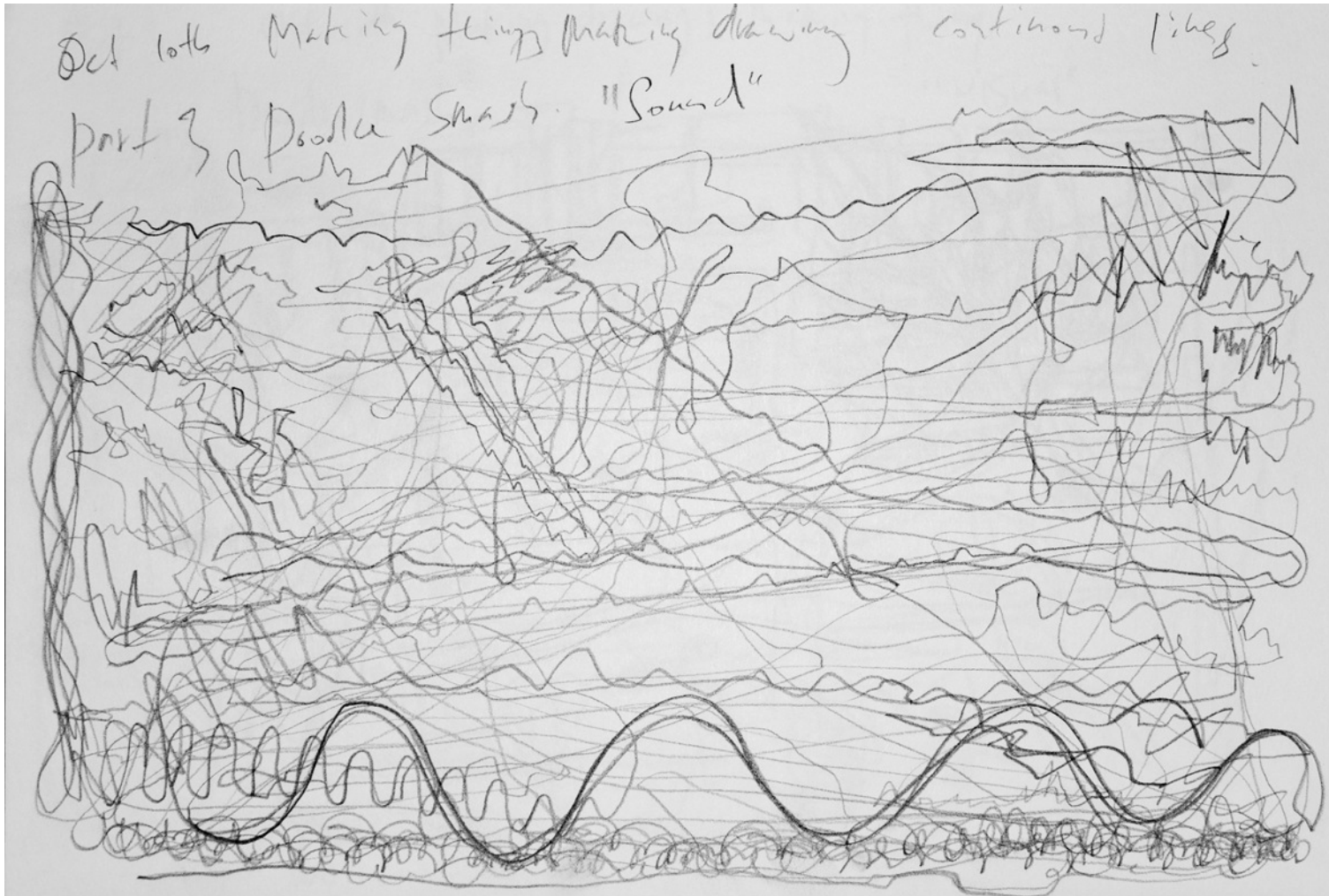
October 10th 2022
Making Drawings:
Continuous Line Drawing: Part 3

DOODLE SMASH, "LIFE"

My title in this project was "Life". As soon as I arrived at my destination (Gordon Square), I was fascinated by those people (wide variety of) resting, chatting, reading and eating and having their own ways of time. I wanted to describe the people in the park, the mind-calming species in the park separated from the noisy outer world next door. The first life form I spotted was all human kinds. There were many kinds of people enjoying their time with their lovers. This part was the first part I have started. They were also several people having their time reading books, newspapers and news on their phones. My line has described those people first. The second element I saw from life was animals. There were huge amount of pigeons walking around me thinking that I was a statue. My line described the close pigeons big, and the far away pigeons small. In the middle of the small sized field, a little squirrel was running around with no fear. I found that very interesting because, Squirrels, they are usually very hard to find (at least for me). However, this squirrel had no fear of human and ran around with freedom. My line in the middle is describing all the route of the squirrels running around the field. The last life form I saw was trees. Of course Plants! They are older than human beings. I shouldn't miss them.

(10 minutes, Gordon Square.)





October 10th 2022
 Making Drawings:
 Continuous Line Drawing: Part 4

DOODLE SMASH, "SOUND"

The second part of my Doodle smash was drawing 'Sound'. This part was actually very interesting to do and the reason was that my biggest interest is in sound(speakers). In fact, drawing sound waves was the most enjoyable way to describe the place where I was. The first thing I see in my project is the big wave on the bottom. This line expresses the loud noise of the ambulance of Britain. All of the ambulance in the UK is actually the loudest vehicle I have ever heard in my entire life. In the middle of the project, I can see some heartbeat sound looking lines and those lines are the tempo of the people who were walking across the park. When I was drawing this line, I thought, maybe, people walk the same tempo as their own pulse. The lines of people walking does actually look like the lines from a electrocardiogram-machine. In this page of a continuous line, I can see that in the middle (where the field is located) is looking rather peaceful and calm compared to the road with lots of cars in the below of the drawing. Doing this programme really gave me the opportunity to look things through sound.

(10 minutes, Gordon Square.)

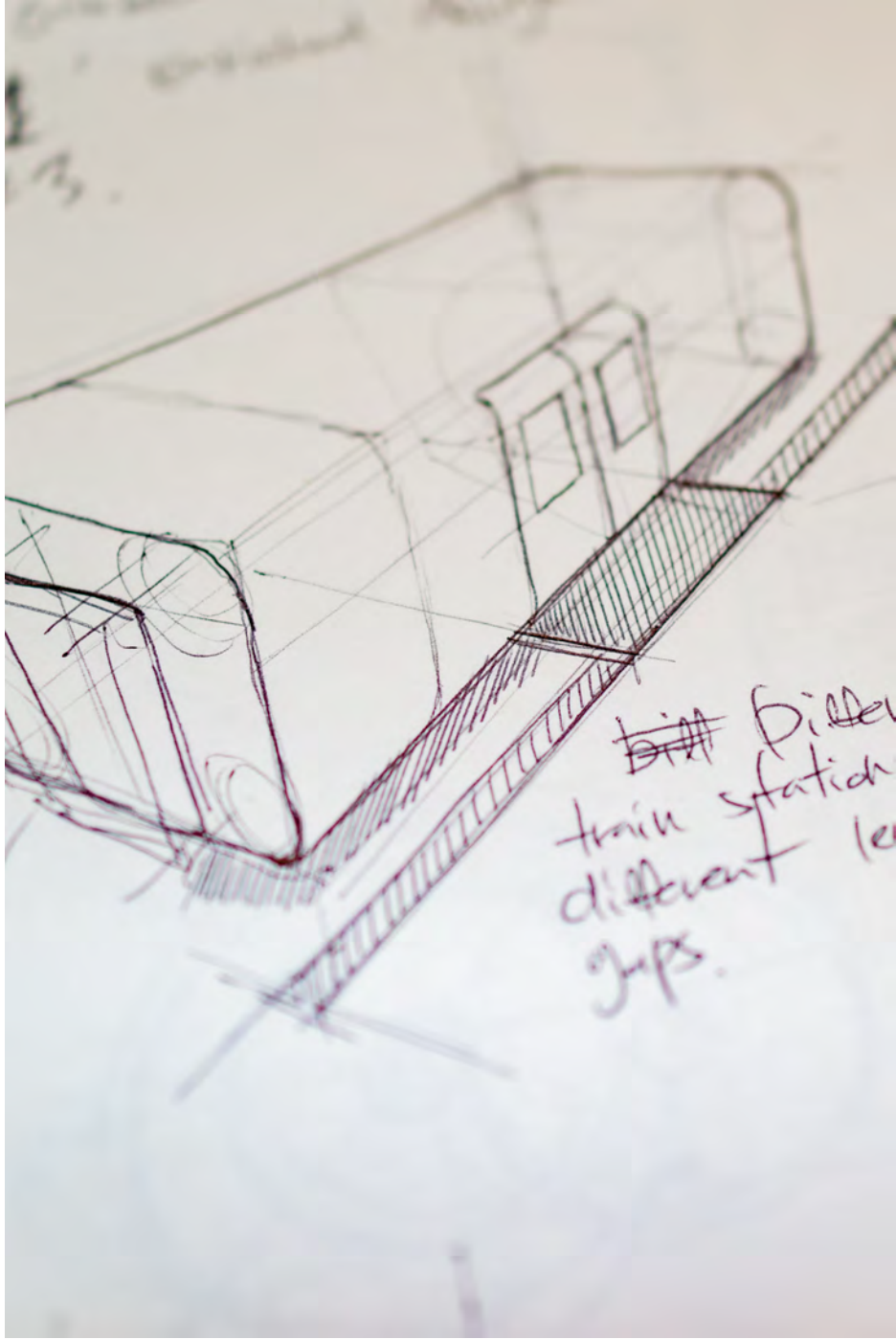
October 10th 2022
Making Drawings:
Continuous Line Drawing: Part 5

DOODIE SMASH, "VISION"



The last part was a drawing using our essential, and the most important sense of a human being, 'sight'. I simply started out with drawing the basic parts such as buildings, trees, bins, fences and chairs (benches). After drawing the most basic things I could find in my sight, I focused on the detailed things. Fallen leaves on the floor was the first detailed object I saw. I tried to draw every single leaf left on the floor. While drawing the leaves, something very dramatic happened! As I see on the page, there is a very big leaf on the top right side of the drawing. This leaf is an actual leaf fallen from it's tree and landed on my sketchbook. This moment was very romantic. Since the word "romantic" came out, this word means a little different from the translation from the Korean word "nang man". I feel very sad and shame that no English word can describe the word "nang man" in a perfect way. The situation of me drawing on a sketchbook in a park alone focusing on fallen leaves and animals with a simultaneously falling leaf on my sketchbook was the real "nang man" situation. It was a very struggling happiness moment. By exercising with this programme, my brain has absolutely picked up the skill to see things or situations in many different levels. I am sure this will help myself at looking things different and brainstorm some interesting idea.

(10 minutes, Gordon Square.)



Social Drawing

the Brief.

IFC Design

Making Drawings Making Things
DS50002A



Context

The physical spaces we inhabit and move through, and the groups of people that inhabit them are rich areas for intervention through design and often designers are called upon to help understand how to tailor a space to the behaviours and activities of groups of people. Often designers are only called upon later, to design an aesthetic treatment of a space that has already had the behavioural elements and dynamics decided. This visual design is often called 'interior design'. However, the way in which a place FUNCTIONS requires designing just as much as the way it LOOKS. More so, even. This tool will use principles of spatial design to develop an ideation tool can be used *not only* for designing a space around existing uses, but also to create new uses and behaviours.

Brief

PART 01

Go to a public space and observe the following, noting answers in your sketchbooks;

1. How do *groups* of people behave differently to individuals in different places? Why? Draw examples with your written answers.
2. How do existing *designed elements* change the way groups of people behave and move in and through a space. Draw examples with your written answers.
3. What are the potentials that the space offers and how could the space be enriched? Design and draw examples with your written answers.
4. Why is this method relevant to design & the design of spaces? Challenge your assumptions by drawing things from observation and write notes attached to elements as you draw them. This is called 'annotating' your drawings.

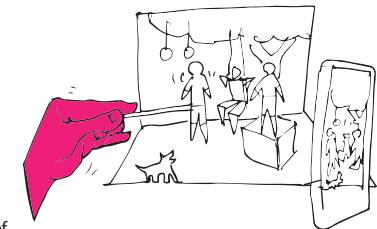
Brief

PART 02

Find a place full of people. Find a comfortable position, at a good distance from a group of people, so that you do not disturb, upset or worry them as you draw them. Look at what they do, how they move through and use the space, furniture, light, sound and surfaces. Draw several studies, plans, diagrams, sketches and maps and make notes about why you are drawing what you are drawing. The aim is to understand the 'social context' of the space and make drawings that will help you explain it to other people and/or designers.

Learn.gold area for this module: <https://learn.gold.ac.uk> (course title : DS50002A Making Drawings Making Things

Social Drawing



Brief

PART 03

- a.) Draw, cut and fold a paper/card/wire etc. etc 'pop-up' drawing of the space, with cutout human (or animal!) figures.
- b.) Write a few scenarios for possible new uses for the space.
- c.) Film several videos, moving the figures and operating this 'Maquette' or 'set' design elements as a puppet theatre, exploring and showing how these new uses might work. Use sound! Introduce people's voices to explain what is happening, or narrate an explanation!

Skills developed-

Drawing groups of people rapidly
Drawing behaviour and movement
Drawing spaces, places and surroundings
Seeing and visually communicating activity and patterns of behaviour as theatre.

Assessed Outputs Reflective report - PDF 2xA4 pages (minimum) including links to uploaded videos (youtube or Vimeo are good platforms for this) uploaded to the VLE that distills and reflects upon at least 4 sketchbook pages that you have produced for this task. Uploaded to Learn.gold on Friday following this task, by 09:00

Learning Outcomes

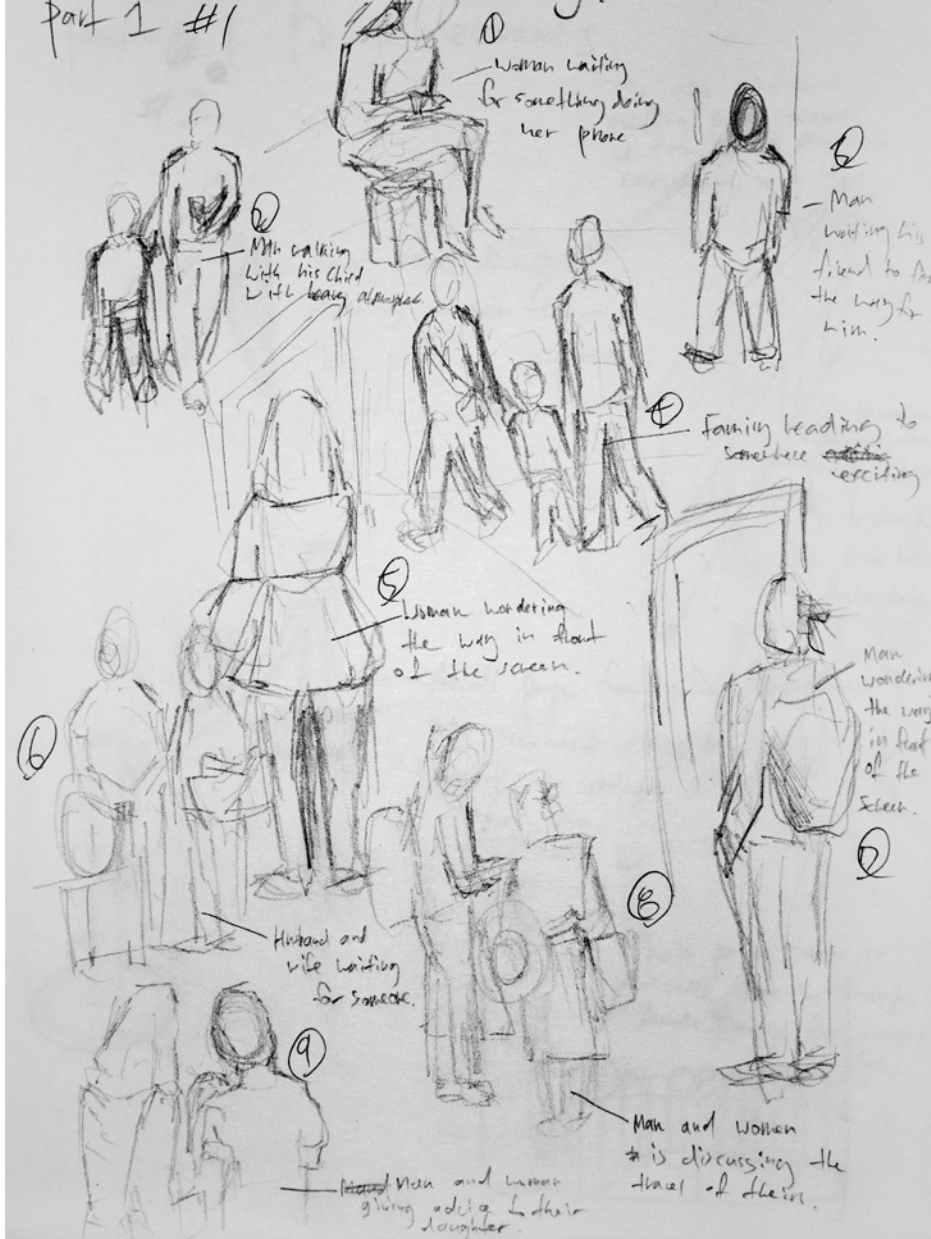
At the end of this course students will be able to demonstrate:

- o That they have acquired Practical, Factual and Theoretical knowledge across a range of drawing and modelling systems and techniques.
- o A range of cognitive and practical skills that can be used to generate ideas through drawing and modelling
- o That they are able to understand appropriate forms of drawing and modelling within different stages of a design process.
- o That they can distinguish between rough/ quick methods of drawing and modelling and when to use them as opposed to exact precise/ finished drawings and prototypes and their application.
- o An appreciation of the time and resources required, producing drawings, models and prototypes to a required standard.

17th October Making things Making drawings

Workshop 2 - Social drawing.

Part 1 #1



On October 17th we went to Waterloo station to do some Social drawing and the first task was to draw how groups of people behave. Also how they behave, differently to individuals in different places. In my time, I was able to capture 9 different people behaving in their own situations.

1. A woman was waiting or resting on the bench doing her phone. Maybe, she was waiting for her train because of the luggage next to her.

2. A man was walking with his child in heavy atmosphere. The child kept trying to hold his father's hand, however, father won't let him. They must have had some trouble.

3. The man was waiting with his friends in front of the big screen. His friends seemed to find some information from the screen but the man I drew won't help his friends.

4. I saw a family walking happily across the station. The kid was in the middle of their parents and seemed like they were going on an exciting trip. The kid was swinging, holding their hands and smiling. It recalled my childhood memory.

5. This woman was having a very hard time finding the information she needed. She kept looking into her phone and the big screen in front of her for more than 20 minutes.

6. Husband and wife was waiting for someone. In my opinion, they seemed to be the happiest couple in the station. They looked very happy and friendly considering their age. Most of the people married, didn't look happy in that age.

7. A very tall man was Wondering around the screen finding an information for his train time. After he checked his time, he walked in his fastest way of walking to the platform. He seemed to be in a hurry.

8. A man and a woman was discussing about something standing in the middle of the station, however, they didn't seem to be together. They looked like strangers. Maybe they were asking questions to each other and helping to find the platform.

October 17th 2022

Making Drawings:

Social Drawing: Part 1

9. Mother and father was giving their daughter a very heavy advice. The daughter had many belongings and looked very prepared to go on a trip on her own. In my opinion, the daughter is on her first trip. That explains why their parents are so worried.

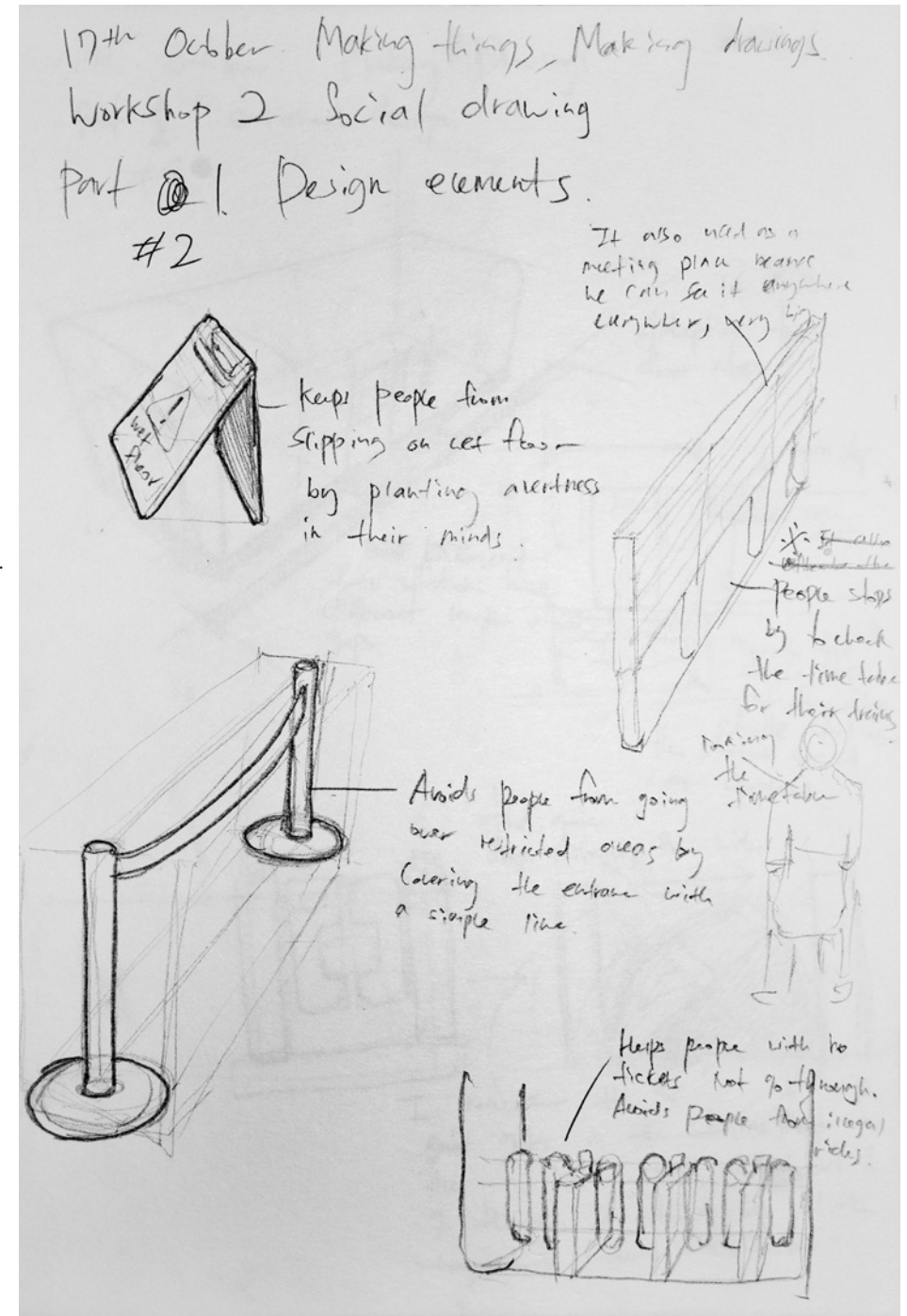
From this exercise, It was possible for me to know that many of the people act individually and have their own destiny. However, even in those situations, there is a moment when all of those people act together.

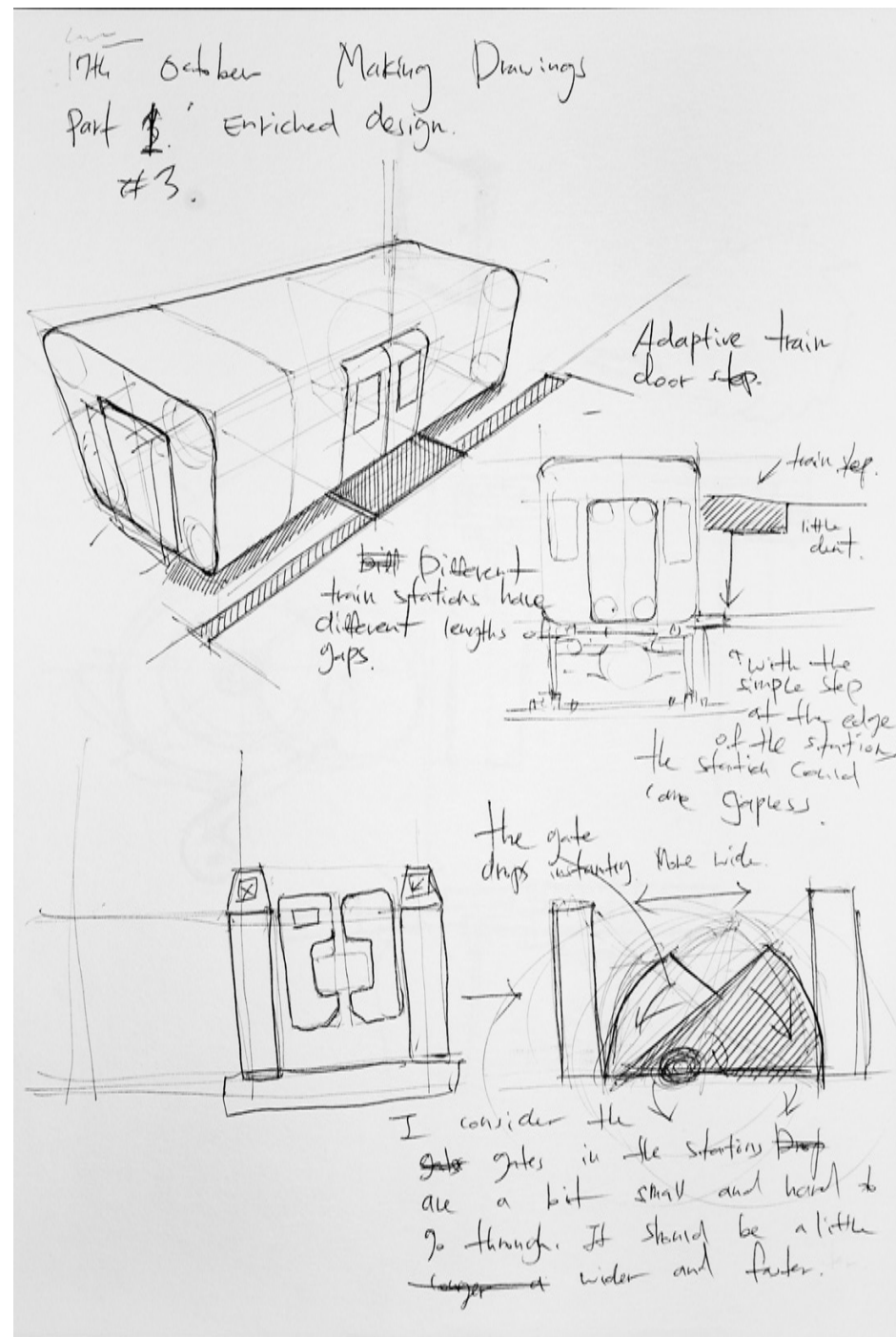
October 17th 2022
Making Drawings:
Social Drawing: Part 2

The second task was to change observe existing elements and describe them into our sketch-books with words and drawings. In this task, I was able to find basic 4 designs that change the way people deal with situations.

1. The first thing I have noticed was the slippery sign(wet floor warning sign). With the most simple design, it plants the alertness into people minds. It was possible to see some people helping others who was almost going over the sign and step on the slippery floor.
2. The Boundary Blocking column was also a very good example for me that groups of people goes around the place where there was the line. It avoids people from going over restricted area.
3. The electronic display that shows the train schedule time made people move into groups even though they do not know each other. People who takes the same train moves in groups. Many people where standing in front of the display to check their train time.
4. Platform gates help people go into platforms in line and avoids people with no tickets going through, It would be a disaster if a whole lot of people go into the platform at once.

With this project, it made me a clear idea that it is important to instill awareness into people's minds. This is a way to make people act in a total different way.





October 17th 2022
Making Drawings:
Social Drawing: Part 3

The task was to find a design and enrich them with our own thinkings. I was able to think of two big ideas. By doing this task, I found out that all of my designs are related to mechanical things.

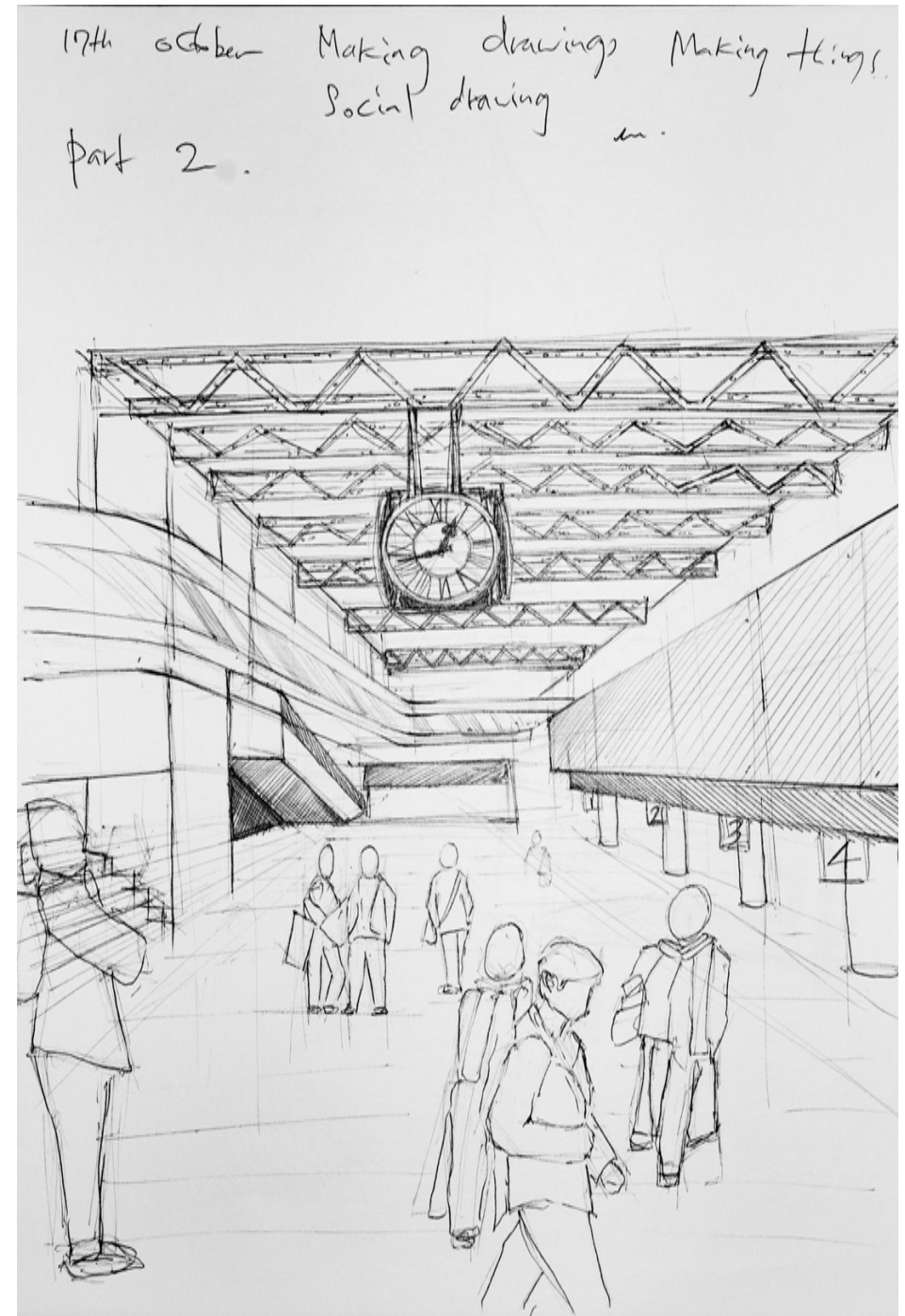
1. The adaptive train doorstep idea came out from the observation of the trains at Waterloo station. The gaps were huge. I was thinking of a way to avoid this situation and thought that trains should have doorsteps that are suitable for every train's stations around the route. It is obvious that all stations have different gap lengths and depths. To delete 100% of the gap between the train and the platform, the platform needs a little step on the edge to fit the step coming out from the train. Also the step from the train should stop whenever the end touches the edge. In this way, the doorstep from the train will be able to maintain gap-less edges in every platform.

2. There are many problems with platform gate's widths. People with large bags always have a hard time going through the gates due to its small entrance. My idea was to enlarge the widths and change the mechanism of the door which will get too weak to use in the enlarged door length. The new design was to drop the door under the ground. With this way, it will be possible to let the door open in a faster way and also cover the wide widths of the door.

With this task, I found out that the station has history and was really hard to find something to develop. Maybe, I need to have interest about more diverse things.

October 17th 2022
Making Drawings:
Social Drawing: Part 4

I found the clock in Waterloo station very interesting. The reason is that the clock is not just a clock but also a place where people meet and act as a symbol to many people. My drawing is about people waiting beneath the clock, for their friends or family. Maybe literally checking the time.

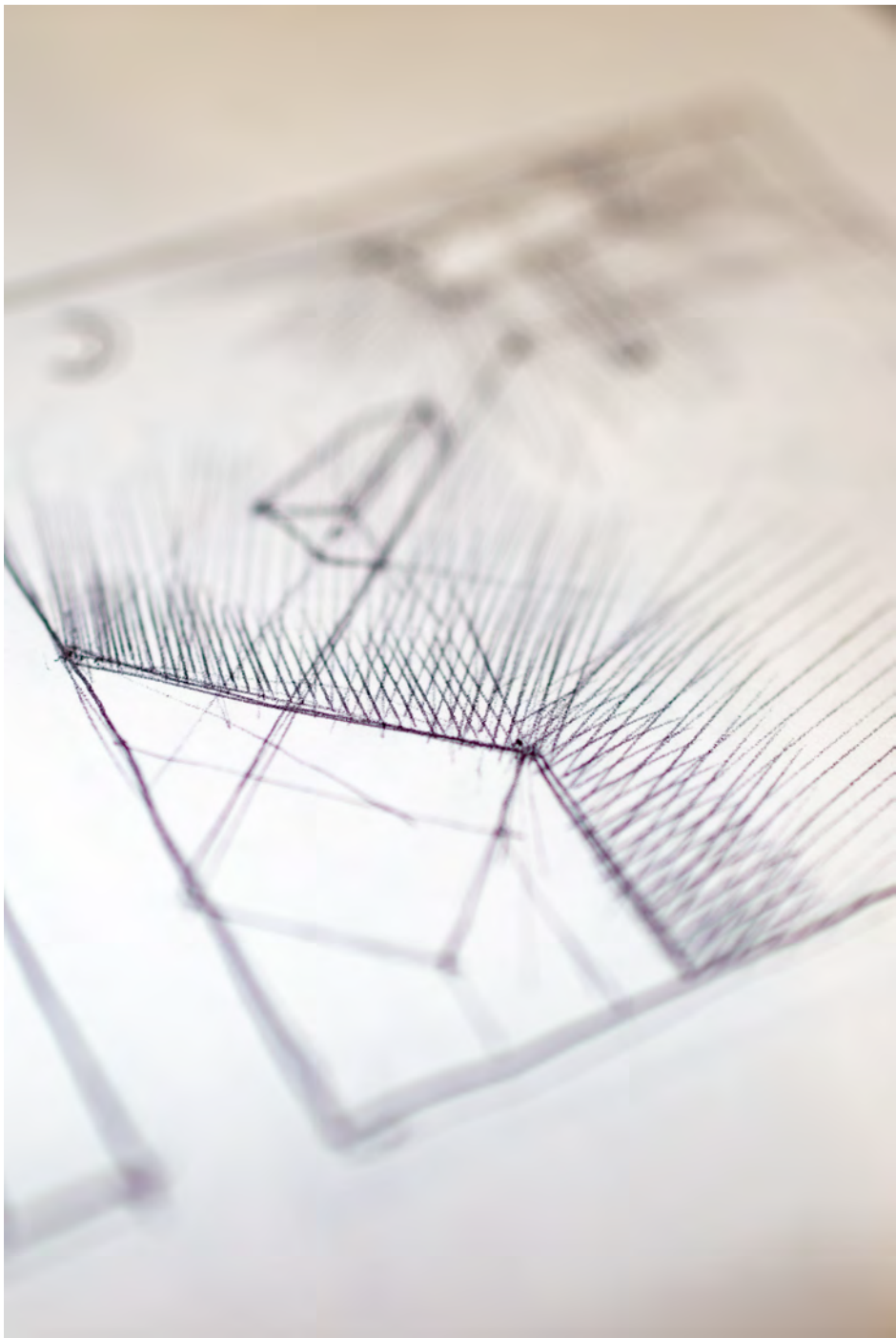




October 17th 2022
Making Drawings:
Social Drawing: Part 5

My scenario of the video was to demonstrate the principle of how the doorstep should work. To make the doorstep work, I had to make a step on the edge of the platform. The doorstep goes onto the step and makes the perfect gap-less platform. This doorstep will help disabled person to go on the train more conveniently. Not but the disabled but also people with a stroller or bikes will take a large amount of advantage as well. Video of the demonstration is available through the QR code on the right.





Workshop 03:

the Brief.

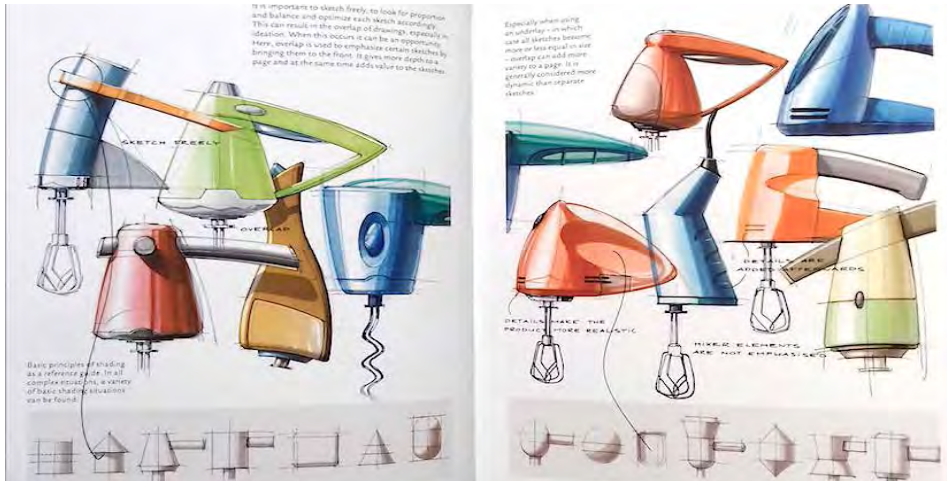


Image Credit:
Sketching- Drawing Techniques For Product Designers
Koos Eissen and Roselien Steur. BIS Publishers 2007
ISBN 978 906 369 171 4

Context

Iterative drawing is a term used to describe the repeated drawing of a subject or situation where the drawings incorporate small or incremental changes. These changes are often employed to develop or evolve the subject in some way. Designers tend to use iterative drawing when creating and developing ideas or forms in order to make comparative decisions about actions or features that could potentially be a part of the idea that they are developing.

--

Brief

1. In a sketchbook draw one of each of the following;

- A site
- A situation
- An object
- An action

You may wish to make this exercise relevant to your current studio project. If so, use subject matter from your studio project designing and development and produce drawings of the above features, as they might occur in the implementation of any part of your idea.

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Learn.gold area for this module: <https://learn.gold.ac.uk> (course: DS50002A Making drawings Making Things)

2. Now, quickly repeat the drawing several times but each time introduce a change in the features or action of the idea depicted. Try drawing several versions and then adding or subtracting from each. This is a 'set' of drawings. Next try working from the original drawing and making a change but then use this second drawing as the basis for the third, the third as the basis for the fourth....etc. etc. This is called a 'series' of drawings.

--

Guidance

Annotate each page with;
Who? What? Where? When?
AND WHY? - Why are you drawing this?

--

Assessed Outputs

Reflective report - PDF 2xA4 pages (minimum)
uploaded to the VLE that distills and reflects upon at least 4 sketchbook pages that you have produced for this task.--

"A SITE"

My choice for the 'site' was the college green. It was the easiest place to find but the most hard place to think of a divergent situation. The task was to go out for an hour and draw 3 divergent association situations. My little opinion for the college green was that there was a problem about people using it when it is raining or dark, snowing, too sunny etc. To think about this problem, I drew 3 sites.

1. When it is a rainy day, I thought of a situation of installing a roof in the middle of the college green to protect the grass and the people using the place.
2. The second situation is when the college green is dark. When the place is dark, we could install some bright lights and let people have there time. I heard that grasses should be stepped to grow better. It would be good for them to be stepped even in the dark.
3. The last site is when it is too sunny. If the sunlight is too strong people will struggle stay-ing outside. For this happening, it would be great to have some Parasols and make some shadows for those who needs the college green. It would also help the college green look good.

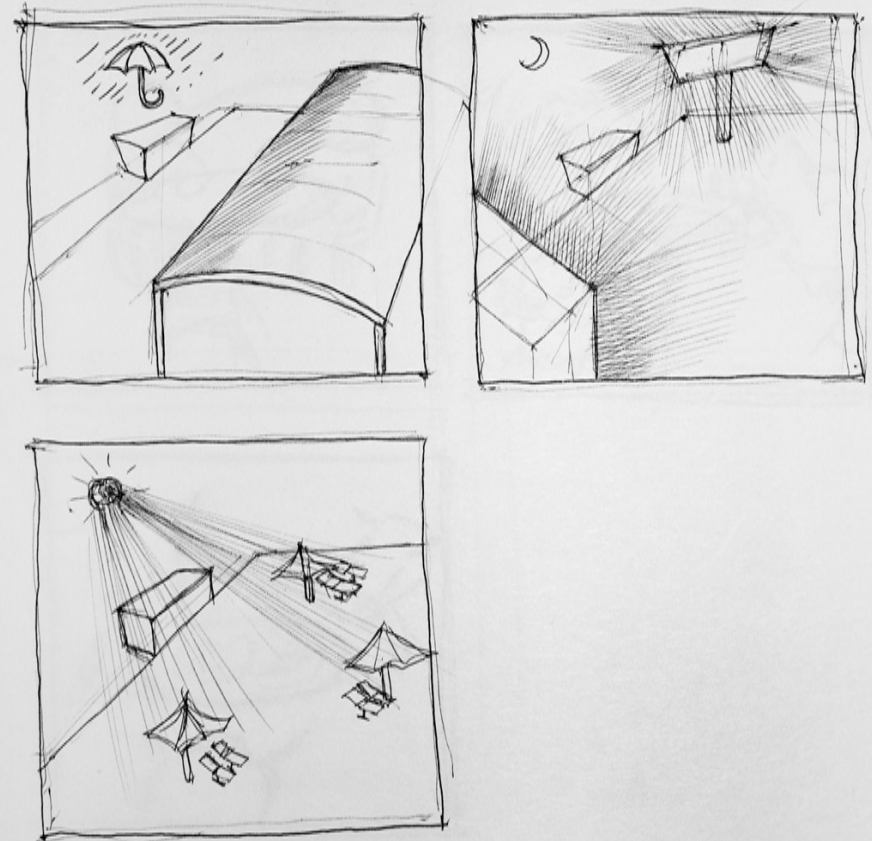
With this drawing, I found out that it is really hard to think different. Drawing iterative helped me to improve my stiff brain.

October 24th Making Drawings, Making things.

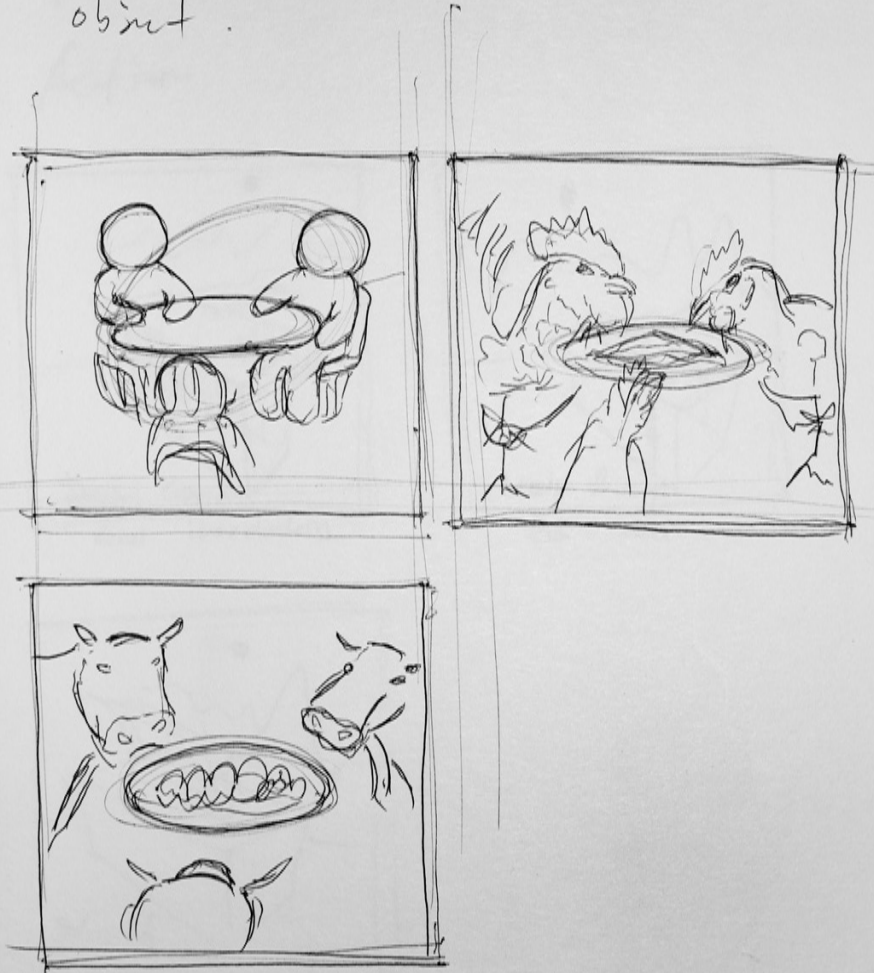
Workshop #3 Iterative Drawing

- Divergent Association.

Site.



October 24th Making Drawings, Making
Workshop #3 Iterative Drawing ^{Things}
- Diversity association.
object.



October 24th 2022

Making Drawings:

Iterative Drawing: Part 2

"A SITUATION"

In the situation section, my idea was to draw our own situation. It was very interesting to think of an idea from a everyday used-to situation. I came up with 3 different situations if we were different kinds of life forms.

1. The first was the situation with no changes. We were drawing our task and drinking coffee. I wanted to leave a record of our original form.

2. The Second situation was the situation if we were chickens. If we were chickens, we wouldn't be drawing our tasks. It will be certain that we will be eating rices and laying eggs. However, if I look this situation in a chicken's perspective, eating rice and laying eggs maybe the same task for them like us doing our work.

3. The third situation is when we are cows. If we were cows, we would be eating cattle feeds and back-washing them. However, cow has more intelligence compared to the chicken. We might be able to think a bit more about our own lives than the chicken. They say that cows are smart enough to know that they are going to get killed for meat. We might think of the same idea too.

This process helped open my creativity and imagining capability. The drawing might look a bit funny, however, it did certainly help improve my imagination.

October 24th 2022
Making Drawings:
Iterative Drawing: Part 3

"AN OBJECT"

To draw all of the tasks, me and my friends went to Costa coffee in front of the school. In the cafe, I found a security mirror. Even the mirror is a very simple object, it already contained many things inside. However, it came into mind that the security mirror would be a lot better and useful if it had some different features. The best suitable idea that I could come up with was putting some information in the mirror.

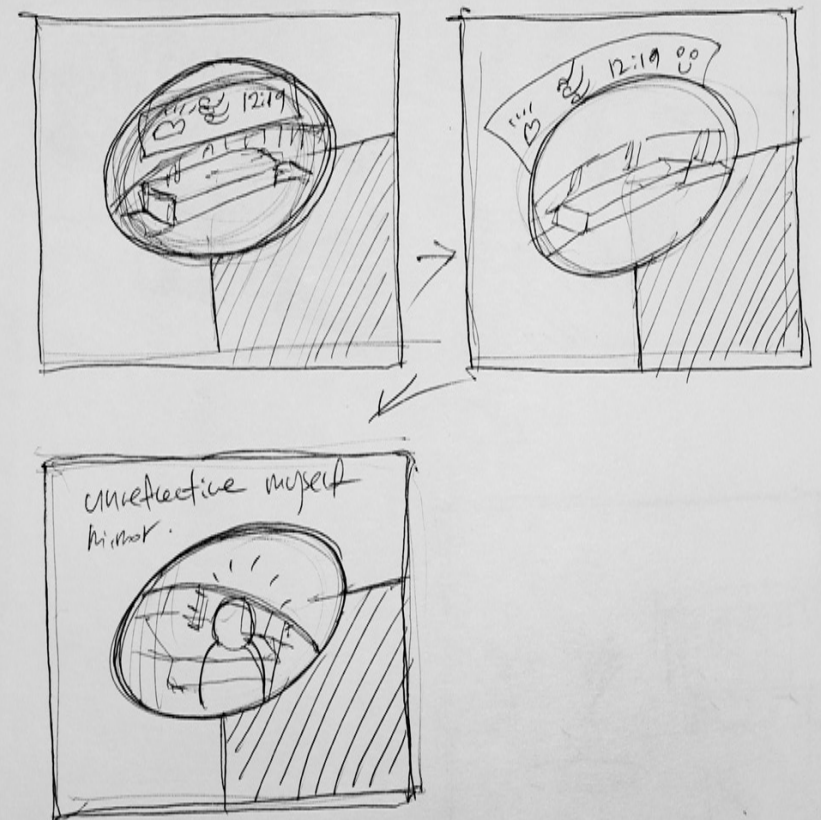
First I started out with some basic informations by putting in some weather details and time. However, it may seemed to cover the mirror.

Secondly, I decided to place those informations outside the mirror and make the reflection undisturbed. It definitely made the mirror more practical and refined.

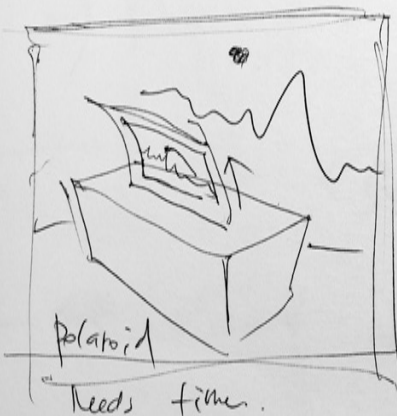
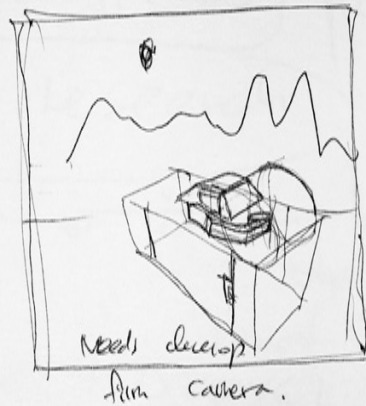
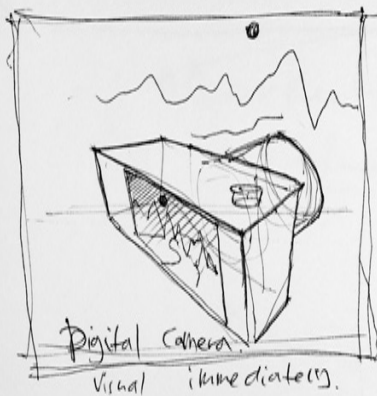
Thirdly, If security mirrors are for security, maybe our own reflections are unnecessary. My idea was to delete my own reflection from the mirror to make more visible reflection for security. It can be called Anti-mirror or Anti-self reflection mirror.

This exercise made my vision of looking things more creative and change the defined definition of the object.

after 24th Making Drawings, Making thing
workshop #3 Iterative Drawing
- Design association
object



October 24th Making drawings,
Workshop #3 Making things.
Iterative Drawing
- Pursuing Association.
Action



October 24th 2022
Making Drawings:
Iterative Drawing: Part 4

"AN ACTION"

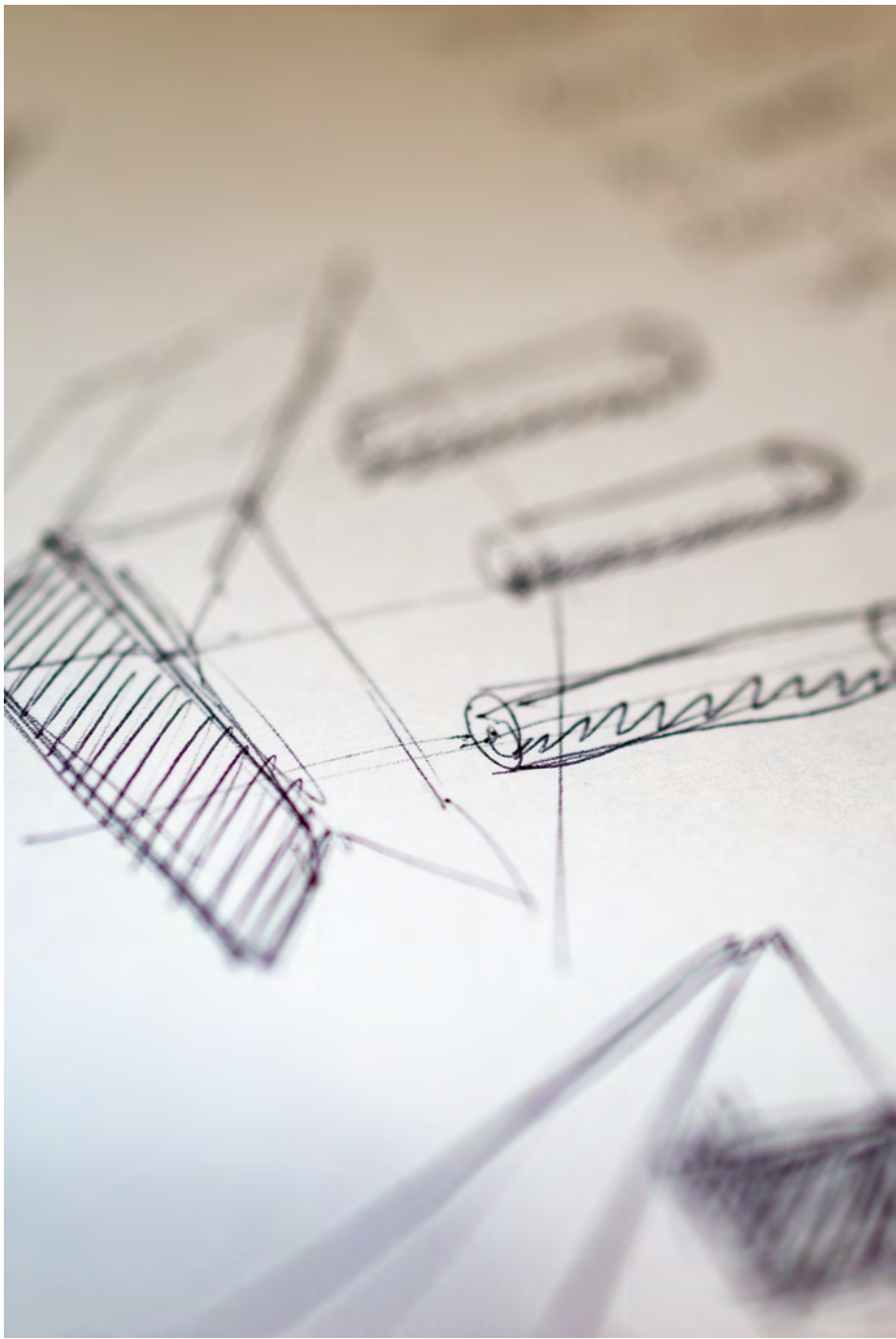
My choice was to draw one of my hobby. Taking pictures with different types of cameras would be a very good example of drawing actions.

1. Taking photos with digital cameras are the most common way of taking pictures nowadays, however, it made people take photos very easily. With digital cameras, it is possible to look at the picture right away and compare many different settings immediately.

2. Film cameras require more steps on seeing the picture. Unlike the digital camera, film cameras requires a developing process. Once the film is done, the film needs to get developed, fixed, washed and enlarged. Of course it is very complicated, however, I believe that these process makes the photo more precious and worthy.

3. Polaroid cameras are a very unique camera to me. It is basically an analogue camera that can let us see the picture immediately. It is very practical and easy but produces a very low quality picture compared with the other two cameras.

I could see that even with the same actions, many different types of picture could be produced. It is interesting that people always find easier ways to do such enjoyable things.



Workshop 04:

DS50002A Making Drawings, Making Things

Empathic Drawing --- Tutors: Edd Bagenal Term 01 Week 07

Context

As designers it is important to understand the world for which we design from the perspective of other people. Seeing other peoples' 'point of view' is also important in life generally but designers need a 'supersight' in this, if they are to design for any eventuality. It is also useful, when analysing successful examples of design, to be able to have empathy with another designer's process of creation. This workshop aims to develop your empathy through drawing. --



Brief: Part 01

The Human Etch-A-Sketch

First, find someone to work with. Sit with your back to your partner, with a pencil in your hand and a sketchbook on your lap. Now close your eyes. Ask your partner to think of an object, but make sure that they do not tell you what it is. Ask your partner to tell you what direction to draw as you move the pencil across the surface of the page at a slow and steady rate. They should draw, too, as they direct your hand. The aim is to get your drawings to match up and to guess what it is that your guiding partner had you draw, using the directed 'blind' drawing process. Next, swap over so that you are now guiding your partners drawing hand on the page. Make sure you get photographs of each pair of drawings that you have produced, and mark them 'Guide' and 'Guided' respectively.

Assessed Outputs

Reflective report - PDF containing minimum 2 pages uploaded to Learn.gold that distills and reflects upon at least 4 sketchbook pages that you have produced for this task.--

You should have, alongside images and drawings;

- A description of what you were asked to do (the brief), where you carried it out, with whom and why.
- A description of what YOU did in response to what you were asked to do- your particular take on the work, the decisions you made and why.
- A reflection upon how well this worked, the examples of how it was difficult/successful/ not successful etc. as well as noting what you learned from your working out the response you gave and where you think this might be useful in your own practice now and in the future.

Brief: Part 02

Archaeology Of The Invisible Other.

Take yourself off to a location where you can draw quietly. Find an object/building/device or similar manmade artefact. Write an analysis of the object; it's different parts, the materials used, the processes involved in its design and production.

Was it handmade or industrially produced? When?

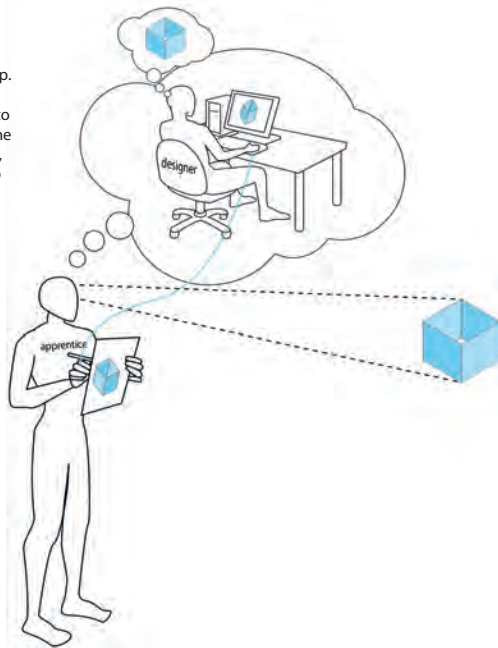
Was it designed using a computer software?

What tools would the designer of the object have used to draw the plans and designs for it, in your opinion?

Write all these things down, with anything else you think of.

Now imagine you are the designer- what is your name? When are you alive? Where? What is your life like? Why are you making this thing? Who for? Where will it be used? Try to get 'inside' the mind of the designer and pretend to be them. Draw the object as if you were that other person.

Now imagine that the object you have chosen is at the concept stage- it does not yet exist, and you are the designer. Draw the object as several possible versions, as though you are designing it, when they first created it as an idea. Be the object's designer. Repeat this for 3 more objects and prepare an example to be presented and discussed back in the studio.



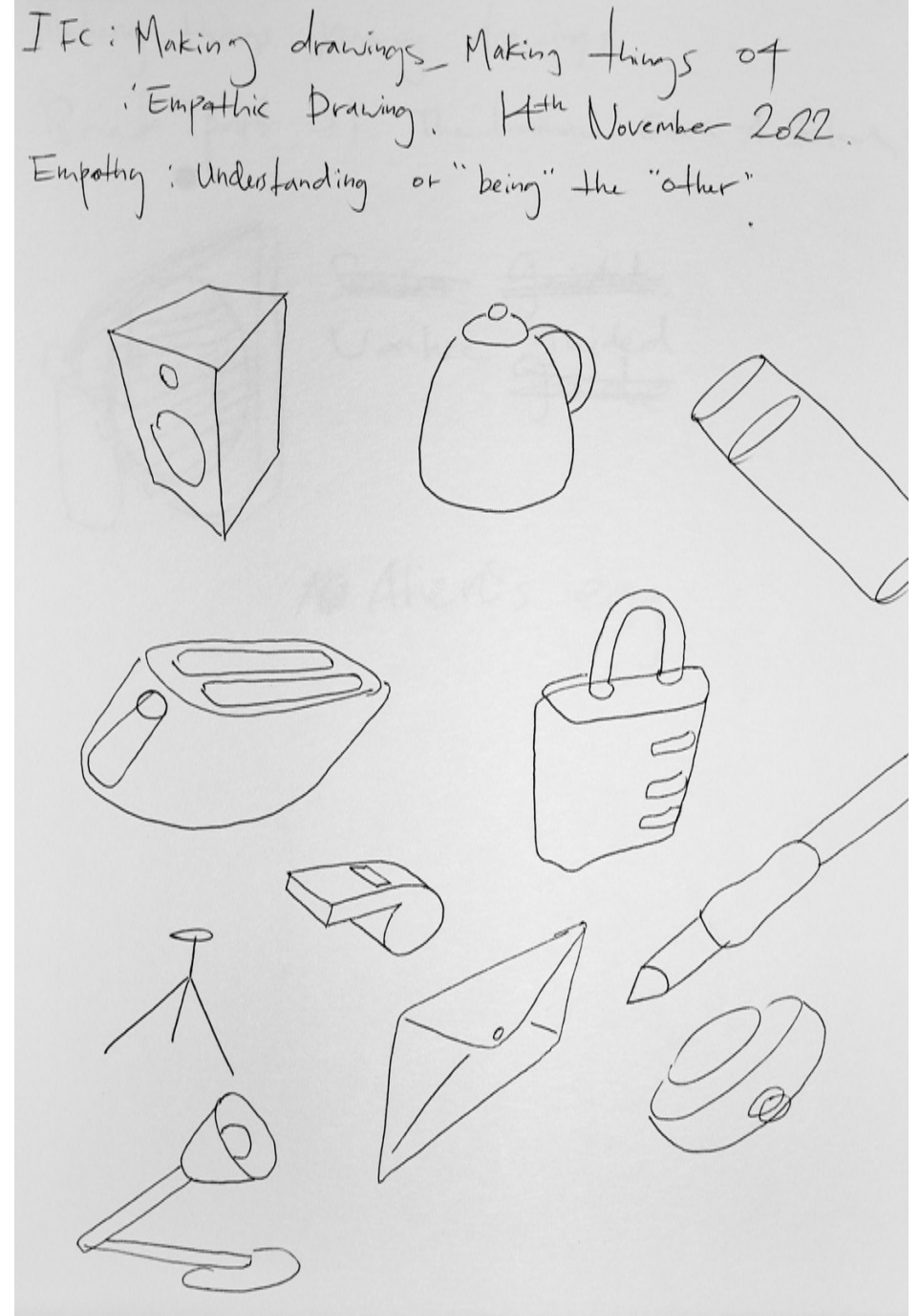
the Brief.

VLE area for this module: <https://learn.gold.ac.uk> (course area: Making Drawings, Making Things)

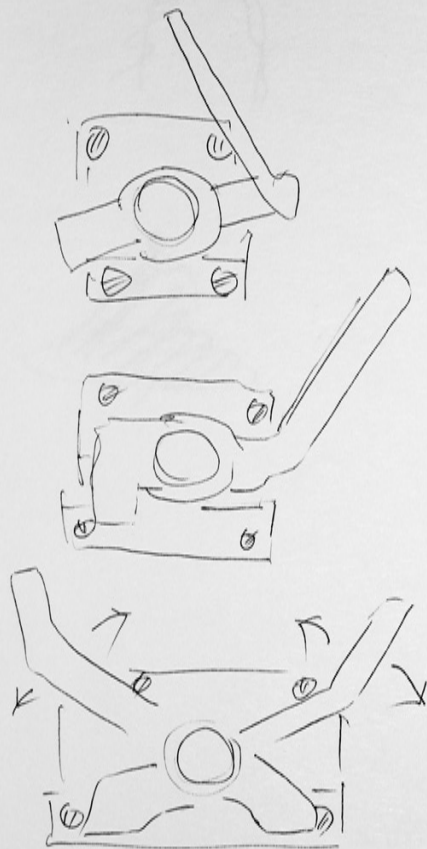
November 14th 2022
Making Drawings:
Empathic Drawing: Part 1

"Understanding or 'Being' the 'Other' ."

The first task was to draw any object as possible with only using 5 lines. I was able to draw 11 drawings, however, it is a task to improve. The diversity was quite improved compared from last task. It will be better to improve the form of the objects next time.



Brief part 02. Making Drawings
Archaeology of the
invisible other.



Darrel Adams.
(1873 ~ 1958)

Made 1931

Metal polished

Rough, Always,
trying the best,

Waxed and combed
hair, always wearing
suits. (grey)

Wife and a
Golden retriever.
No kids.

Square black
glasses.

November 14th 2022
Making Drawings:
Empathic Drawing: Part 4

"Archaeology Of The Invisible Other."

Darrel Adams (1873~1958).

Rough, always trying the best.

Product: 1931 Made. Material: Metal polished.

Waxed and combed hair, always wear suits
(Grey). Square black glasses.

Wife and a Golden Retriever.
No kids.

Design of the window locker is made with a lot
of effort and thinking. I thought that this prod-
uct's designer will be a very tough man and has
his own thought of designing.

November 14th 2022
Making Drawings:
Empathic Drawing: Part 5

"Archaeology Of The Invisible Other."

Antonio Morocco (1952~).
Italy.

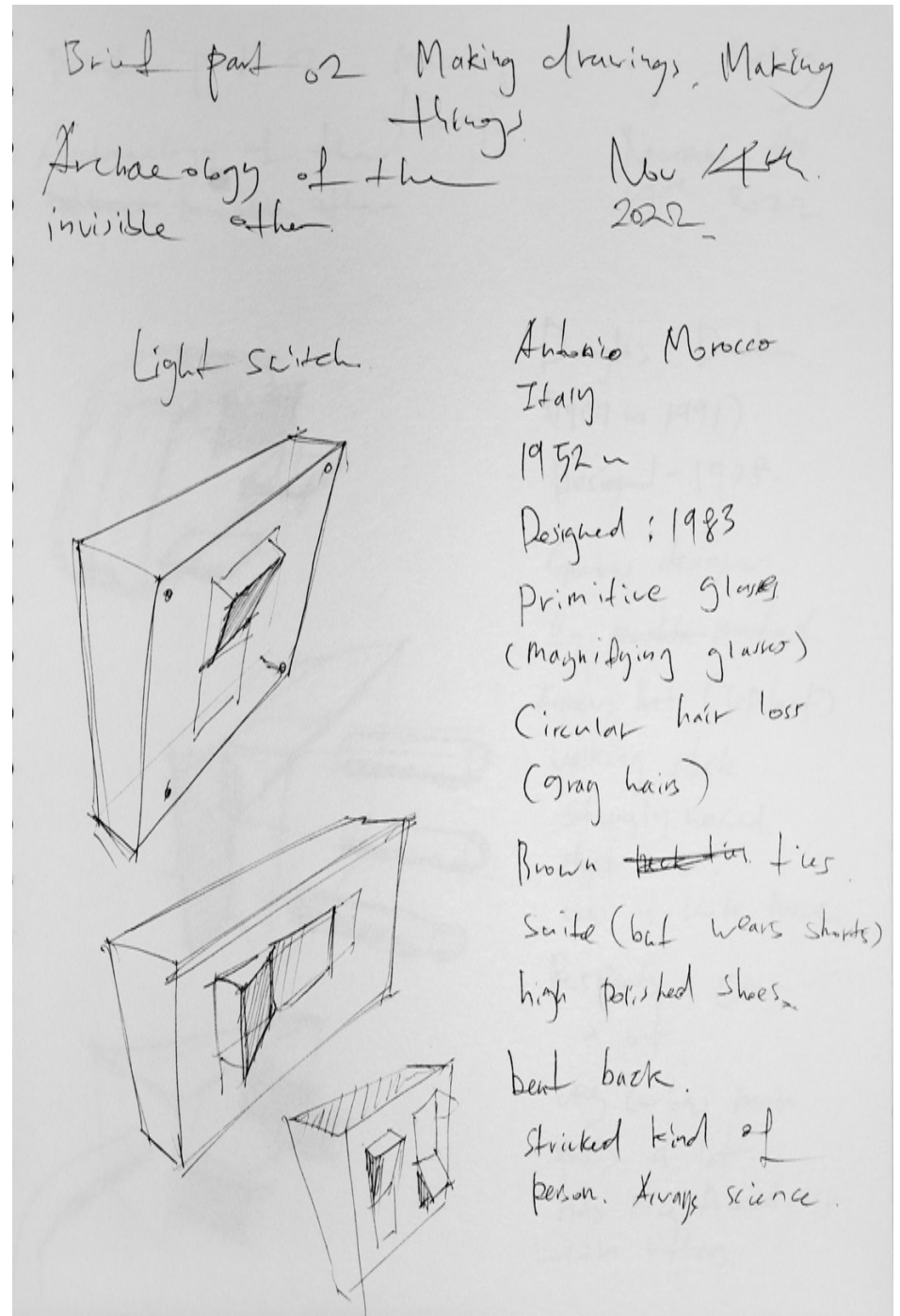
Strict kind of person, silence.

Product: Made 1983.
Lightly polished plastic. Easy to install.

Primitive glasses (magnifying glasses). Circular
hair loss (Grey hair).

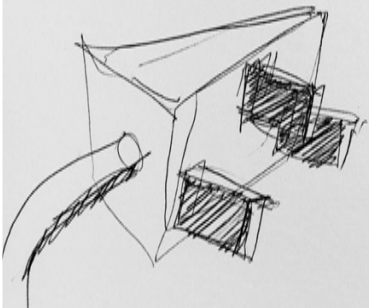
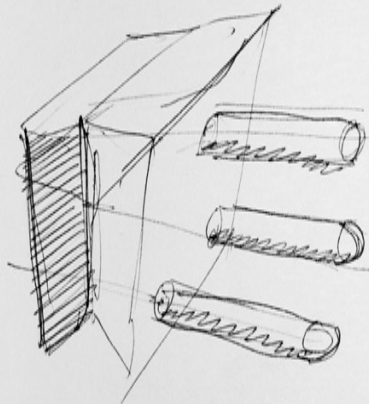
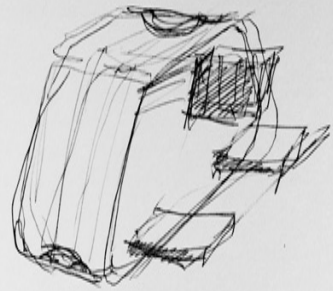
Brown ties.
Suite (but wears shorts). High polished shoes.

Bent back.
The product looks simple and well crafted. The
square white designed made a vision of Italy in
my head. The designer is a silence man due to
his simple and quiet design.



Brief part 02 Making drawings - Making
 Archaeology of the things.
 other invisible other.

November 14th 2022



Douglas Dunton

(1907 ~ 1991)

Designed - 1928.

Genius designer.

Big ~~mustache~~ mustache.

Fancy hat (top hat)

walking stick.

Strongly waxed
 short hair.

owns a white horse.

Respects Edison
 a lot.

Very curious man.

Speaks a lot.

Has nice friendship
 with others.

November 14th 2022

Making Drawings:

Empathic Drawing: Part 6

"Archaeology Of The Invisible Other."

Douglas Dunton (1907~1991)

Very curious man, speaks a lot, has a nice
 friendship with others.

Product: Made 1928.

Rubber body with metal tips.

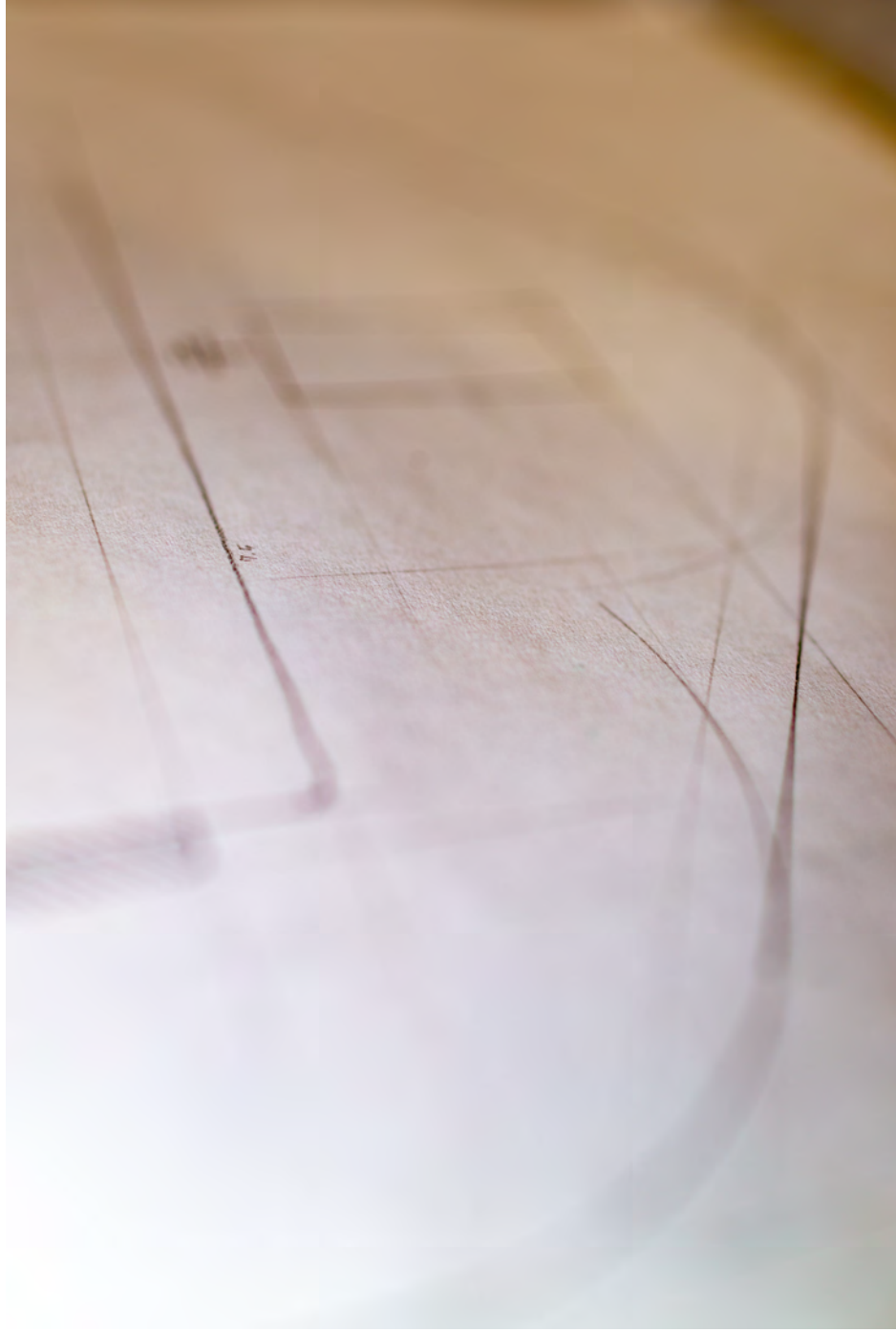
Big mustache.

Fancy hat (top hat). Walking stick.

Strongly waxed short hair. Owns a white horse.

Respects Edison a lot.

The designer of the plug is a very friendly man.
 He designed the plug for the British people.
 However, the plug itself can only be plugged in a
 single way. He should have thought about that
 for a longer time.



Workshop 05:

Context

Representing objects and the shapes within or around them with drawing is a core skill in design. Computer modelling software like Rhino and Solidworks create what we call 'wireframes' of solid objects as the most basic form of representation. This workshop helps you to understand the application of a physical wire frame in quickly representing volume and form of any objects you might prototype. We do this to give an idea of dimension, beyond 2D drawings, quickly and easily, so that objects can be understood and improved prior to producing finished prototypes. Wire versions can also be used as props when we want to test an object in a social situation or a specific context of use.

Tasks-

1. Find an object that is about the same size as you. Make several drawings of this object and measure its features- its height, width, breadth, and any features it has. Also take a photograph of the object.
2. Now make a 1:5 scale drawing by dividing each measurement of the object by 5. Mark these scaled measurements on one or two of your drawings.
3. Take a piece of wire or several thin lengths of rigid material. Now make a model at 1:5 scale, from your drawings, by forming the wire or lengths into the measured forms of the contours of the object.
4. Now find a 'handheld' object (something under 30cm) and repeat this with a 1:1 scale. Use this model as a 'prop' in a situation of your choosing and act out a new use/context and film it.



Skills-

Drawing with perspective
Drawing spatial features
Drawing volume
Recording space and form
Prototyping at scale

-----Assessed Outputs-----

Reflective report - PDF containing minimum 2 pages uploaded to Learn.gold that distills and reflects upon at least 4 sketchbook pages that you have produced for this task AND A LINK TO YOUR VIDEO.--

You should have, alongside images, video and drawings; 300-400 words written reflections on the following;

- a. A description of what you were asked to do (the brief), where you carried it out, with whom and why.
- b. A description of what YOU did in response to what you were asked to do- your particular take on the work, the decisions you made and why.
- c. A reflection upon how well this worked, the examples of how it was difficult/successful/ not successful etc. as well as noting what you learned from your working out the response you gave and where you think this might be useful in your own practice now and in the future.

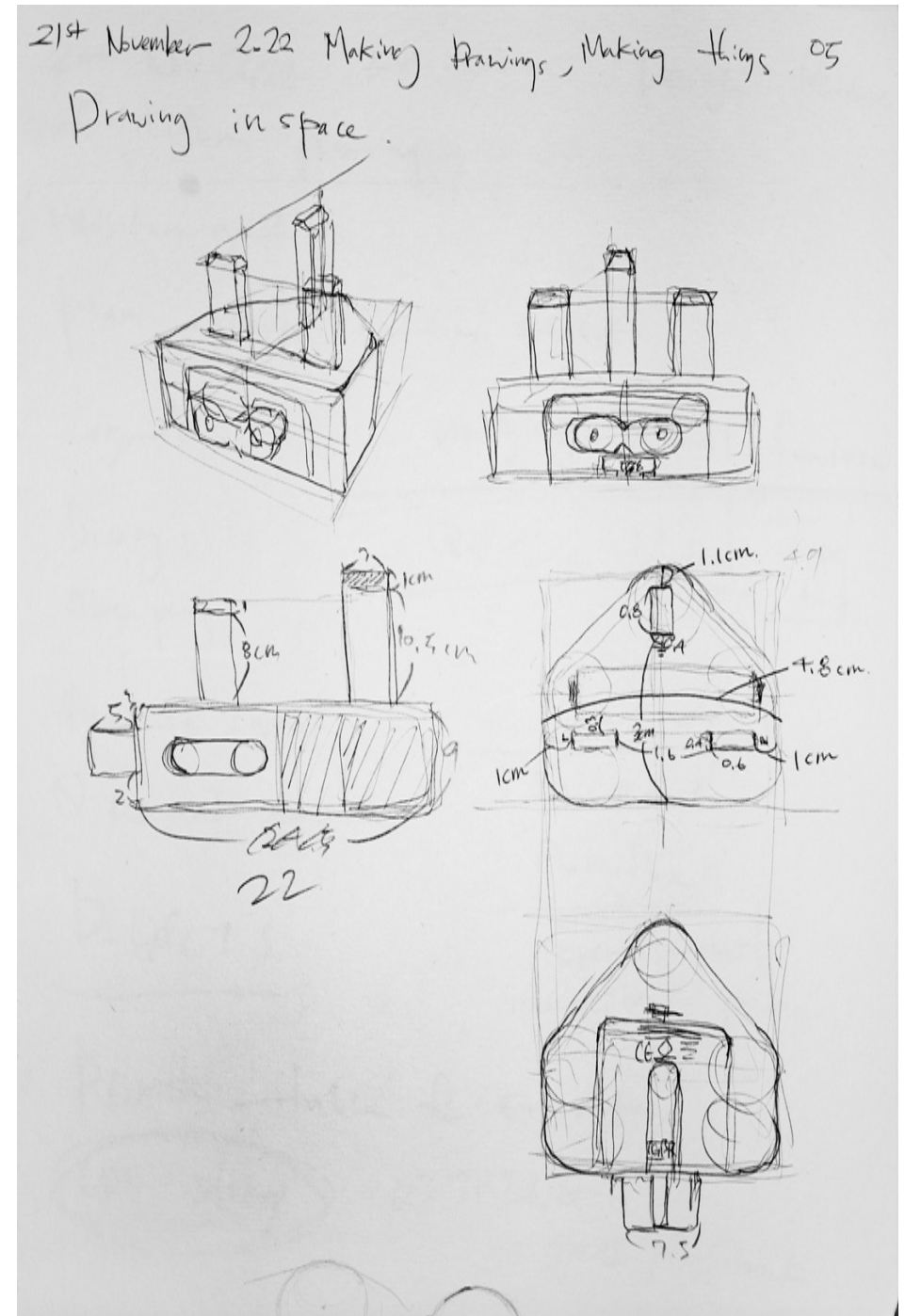
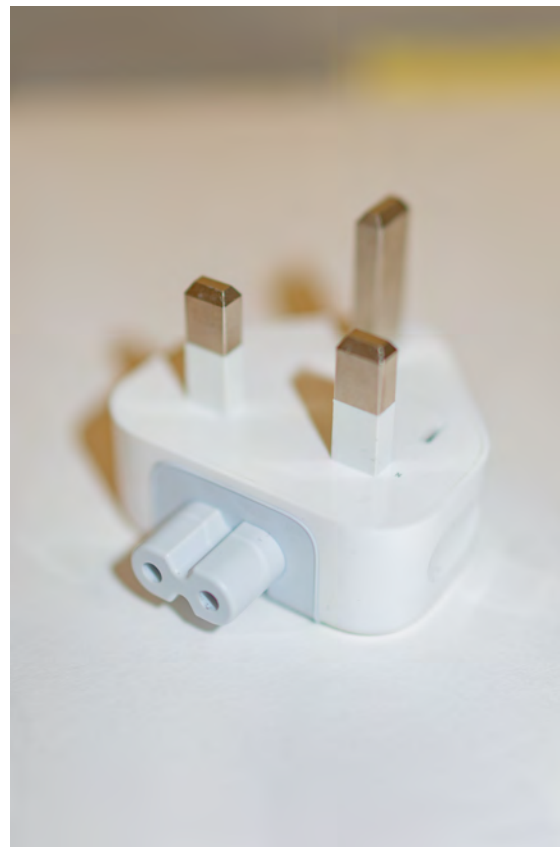
VLE area for this module: <https://learn.gold.ac.uk> (course area: Making Drawings, Making Things)

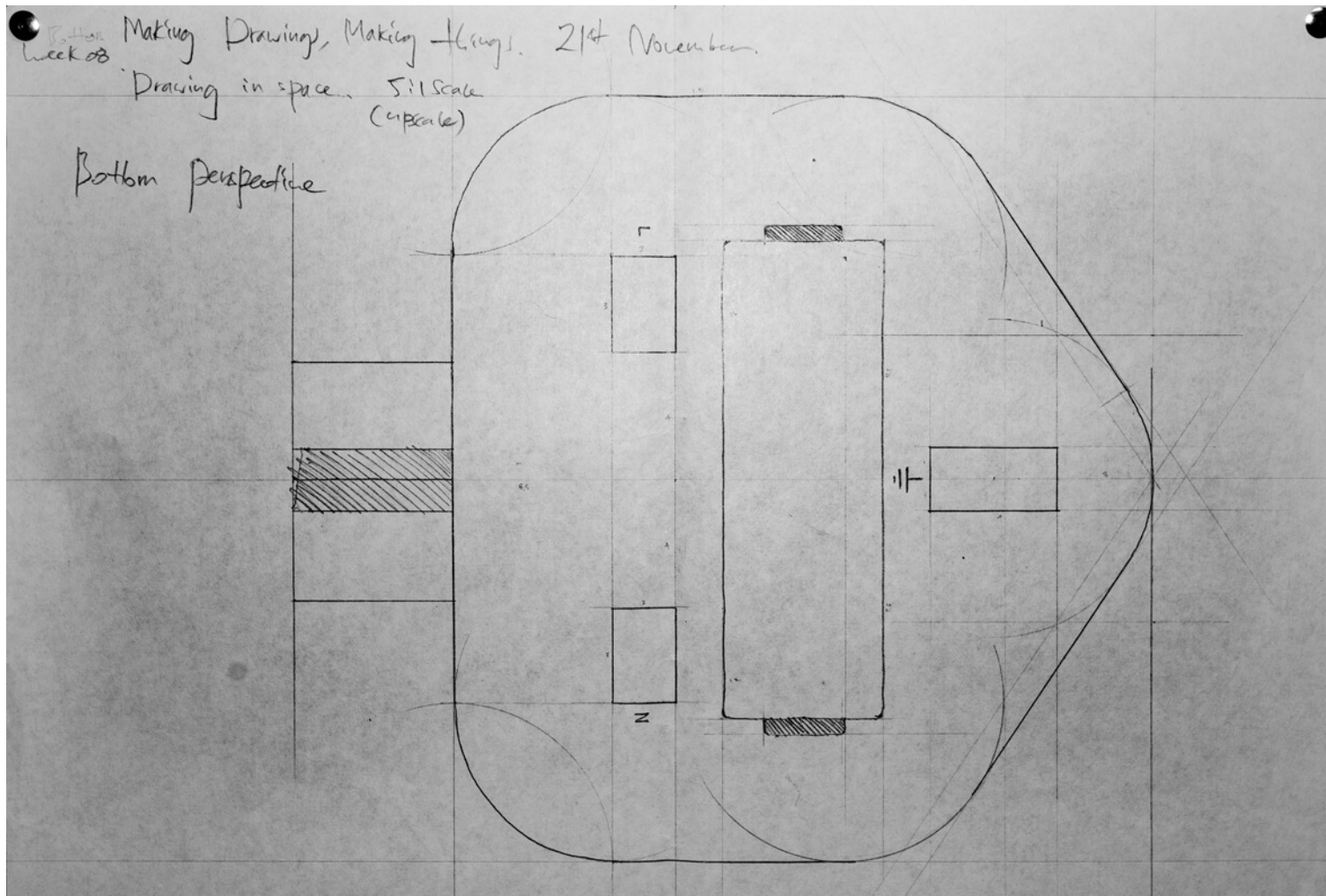
the Brief.

Drawing in Space: Part 1

"Selecting and Photographing"

The task was to draw the actual 1:5 Scale of an object and make a model. My idea was to not down scale the object, but to upscale a small object 5 times bigger than its original size. The selection was a charger plug from a world travel adapter kit from Apple. First, I started with sketching the plug into different perspectives and added the measurements to the sketch. The reason I chose this object is because it had many elements even though it is such a tiny product.

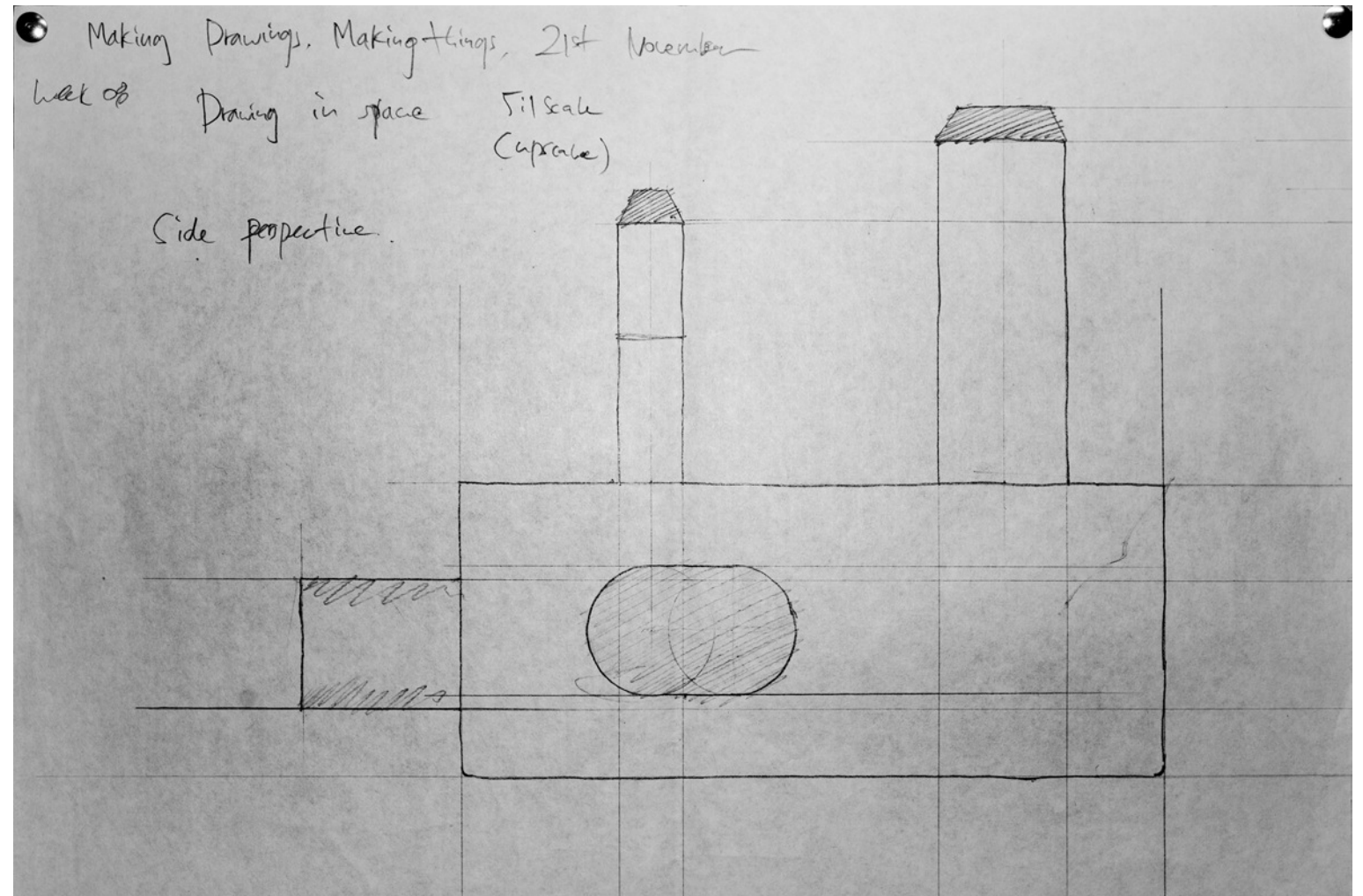




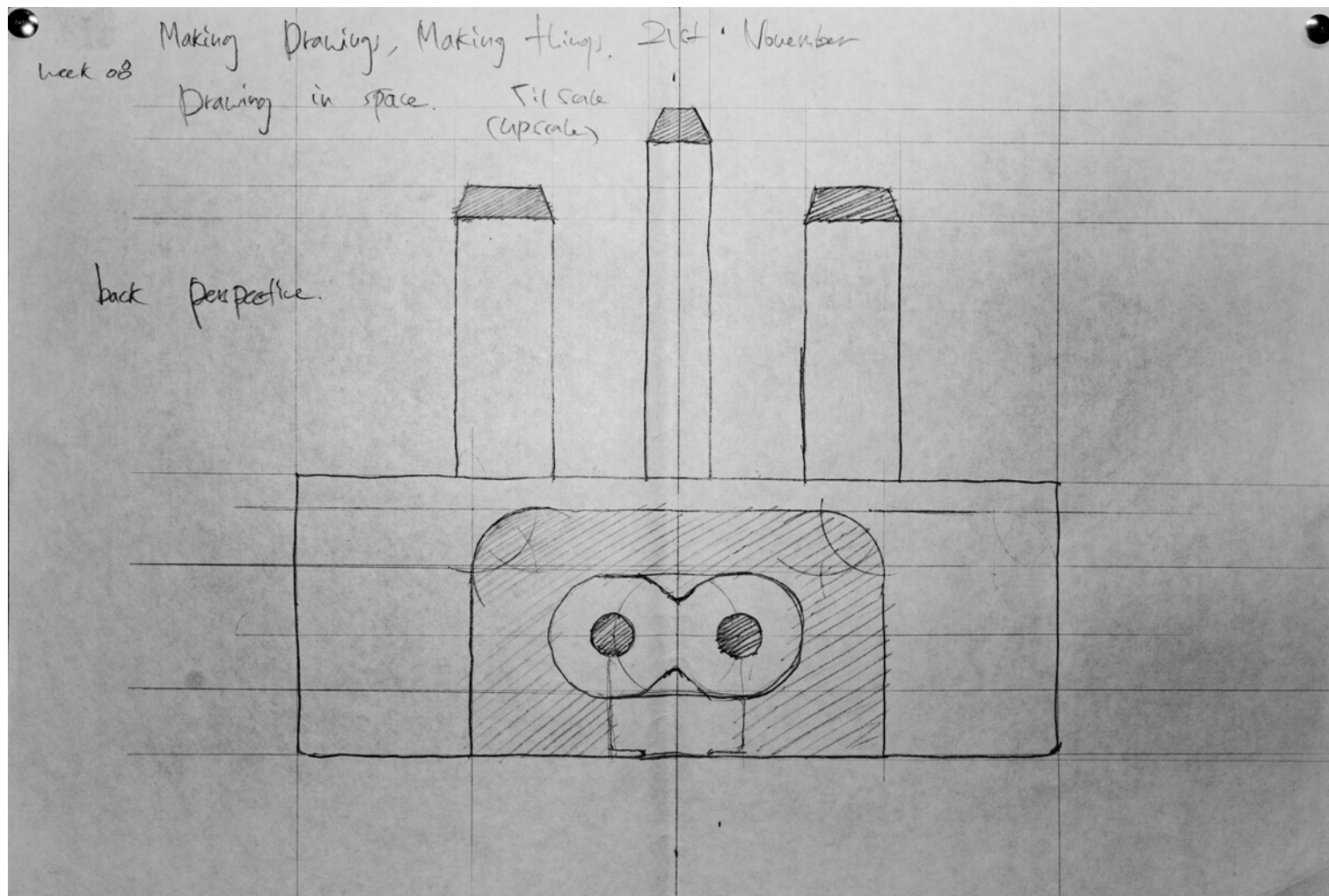
November 21st 2022
 Making Drawings:
 Drawing in Space: Part 2
 "Drawing and Measuring"

The object I chosen was bigger than my expectation, so I had to draw each perspectives on different papers. The first paper had the drawing of the upscaled plug' s bottom part. It was all measured precisely upscaled 5 times bigger than the original size.

November 21st 2022
Making Drawings:
Drawing in Space: Part 2
"Drawing and Measuring"



This is the second paper, and it has the perspective of the plug from the side. The scale and the measurements were connected directly from the first paper and has the same size.



November 21st 2022
Making Drawings:
Drawing in Space: Part 2
"Drawing and Measuring"

The third paper includes the perspective from the back. It included many circles and made me confused.

November 21st 2022
Making Drawings:
Drawing in Space: Part 3

"Making"



I made my model with foam board and nails. The model does have the real size measurements; however, I think the model can be developed and improved in many ways with more time. Using the tape was a little mistake and made the model look dirty.

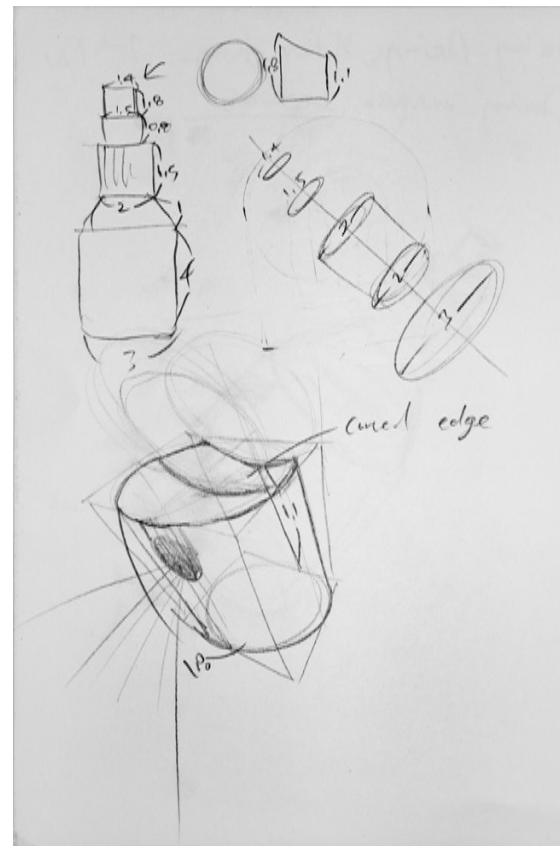
Making Drawings, Making Things. 23rd Nov
 Drawing in space. Week 08.



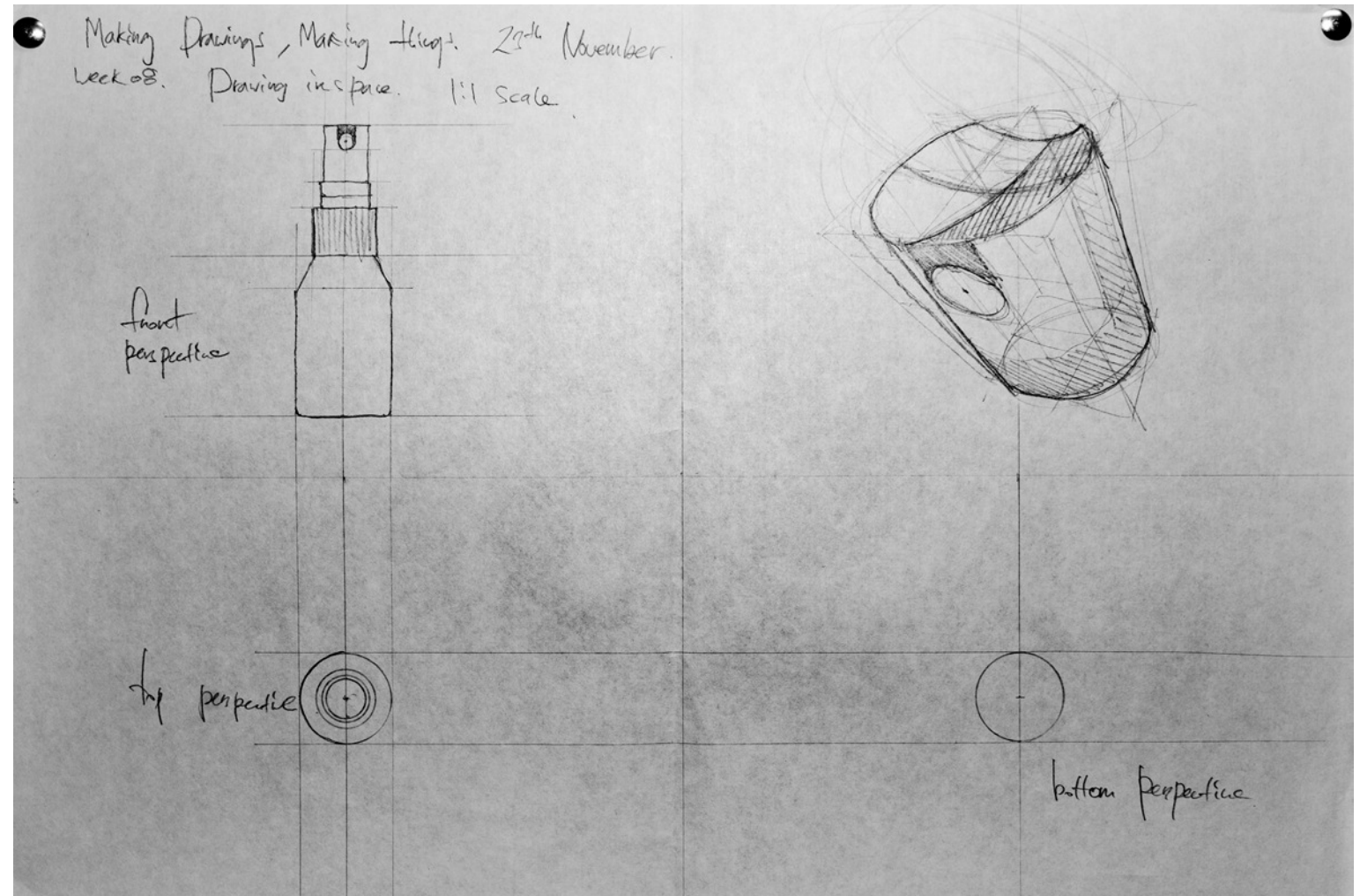
November 21st 2022
 Making Drawings:
 Drawing in Space: Part 4

"Handheld Object"

The 1:1 size model was a water sprinkler. It was round and simple to make it in real size. Even though it looks simply, it did require some complex measurements and observation. The sprinkler was made with many different size of cylinders and the top part included some curved edges. All the cylinders were made of different sizes.



November 21st 2022
Making Drawings:
Drawing in Space: Part 4
"Handheld Object"



After the sketch, I drew a blueprint. All the perspectives are included on one paper. The head of the sprinkler had a complicated shape, so I included another drawing on the top right side.

November 21st 2022
Making Drawings:
Drawing in Space: Part 4
"Handheld Object"



My model of the sprinkler was made with a wire and used a way of spring. By rolling the wire over the sprinkler bottle, the wire had become the shape of the sprinkler. I separated all the parts from the bottle and did the same with the other cylinders. The photo on the left side is the result.

Video of the products are available through the QR code on the right.





Workshop 06:

DS50002A Making Drawings, Making Things

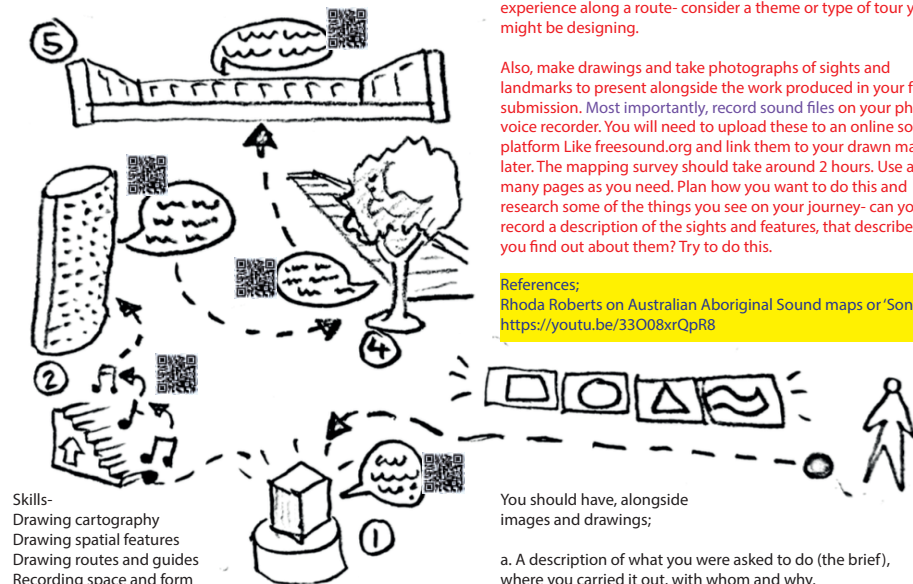
Drawing Tours
Term 01 Week 09
Schedule

We will meet at 10:30 AM at the information desk, inside the main entrance foyer, at the Silk Street Entrance to the Barbican. Leave at least 1 hour to get there! This first journey route is challenging! See map on page 2.

Context

Exploring, pathfinding, guiding and the narration of routes to and through spaces have always been culturally significant challenges for designers. They are manifold and take many forms that help achieve different outcomes, informed by a wide variety of purposes.

The challenge, within using drawing in this way, to design not only some form of visual guidance, but also an enriched reading of a place and route, lies in both successfully capturing experiences and then combining these with a successful practical map of any given route. This is the task we set for you.



Skills-
Drawing cartography
Drawing spatial features
Drawing routes and guides
Recording space and form
Recording sound guides

Assessed Outputs

Reflective report - PDF containing minimum 2 pages uploaded to Learn.gold that distills and reflects upon at least 4 sketchbook pages that you have produced for this task.- with a map linked to sound files.

Tasks-

Before you set out from home, draw a map planning how you will get there from home, with landmarks represented on it- this will be part of your submission!

Take your sketchbooks and a pencil or pen, along with your camera phone.
Draw the route to Barbican or Moorgate Tube Station and travel there. From the Tube station, go to the main Silk Street entrance of The Barbican Centre, go inside and meet at the front desk area.

Re-read the brief together and discuss possibilities.

Ask a member of the Barbican staff where you can find The Yellow Line. Try and get copies of maps or take photos of map signage you see along the way too- these will help in your planning and report. When you have found any part of the yellow line, draw a map, with landmarks/building features and directions that follows as much of the line as you can.

It is up to you how you do this, but it should be a map other people can follow, and also a map that describes a rich experience of the journey, so it should be designed as an adventure of discovery! Think of yourself as a tour guide designing an experience along a route- consider a theme or type of tour you might be designing.

Also, make drawings and take photographs of sights and landmarks to present alongside the work produced in your folio submission. Most importantly, record sound files on your phone's voice recorder. You will need to upload these to an online sound platform Like freesound.org and link them to your drawn map later. The mapping survey should take around 2 hours. Use as many pages as you need. Plan how you want to do this and research some of the things you see on your journey- can you record a description of the sights and features, that describes what you find out about them? Try to do this.

References;

Rhoda Roberts on Australian Aboriginal Sound maps or 'Songlines'
<https://youtu.be/33O08xrQpR8>

You should have, alongside images and drawings;

- A description of what you were asked to do (the brief), where you carried it out, with whom and why.
- A description of what YOU did in response to what you were asked to do- your particular take on the work, the decisions you made and why.
- A reflection upon how well this worked, the examples of how it was difficult/successful/ not successful etc. as well as noting what you learned from your working out the response you gave and where you think this might be useful in your own practice now and in the future.

the Brief.

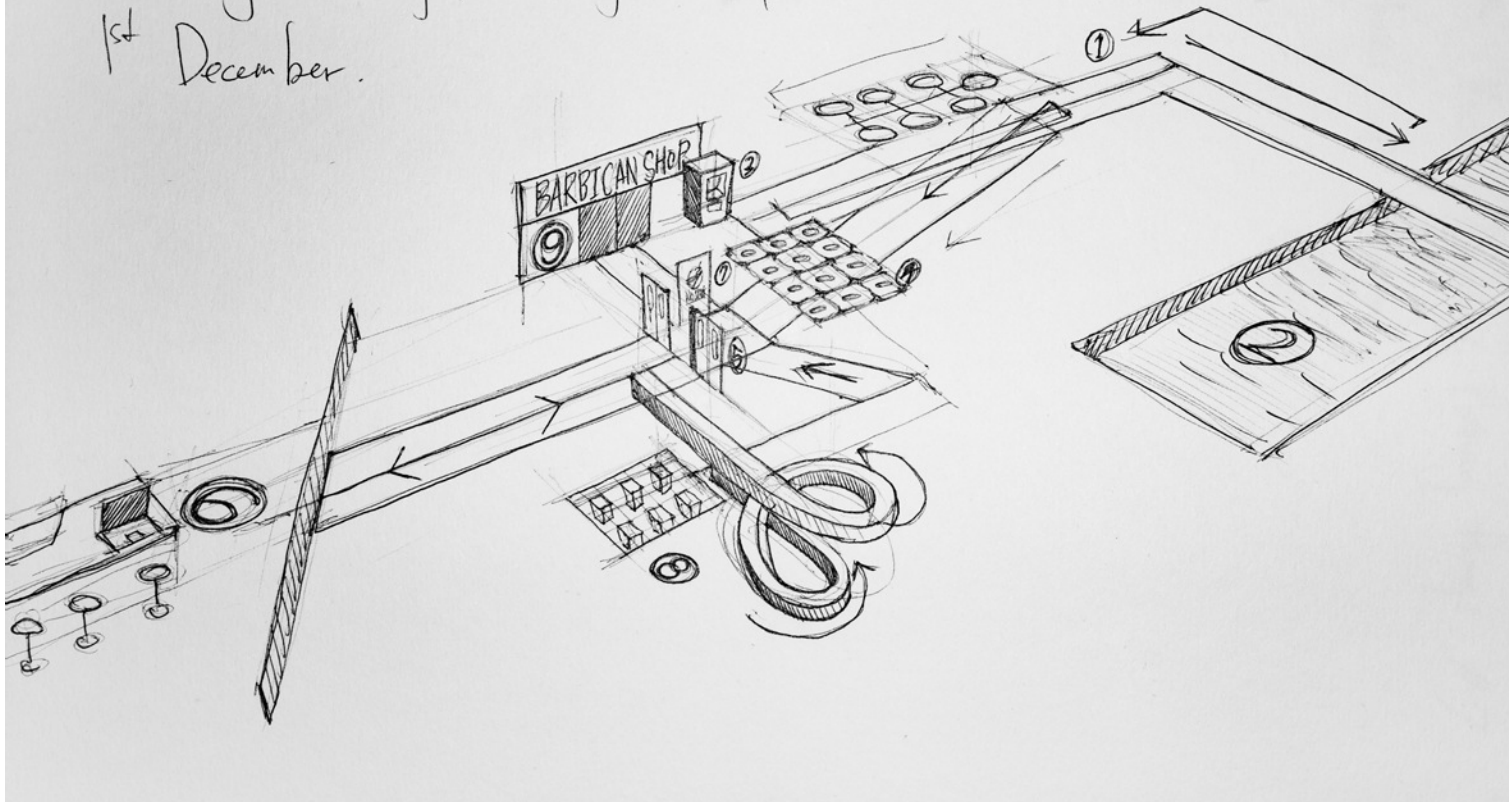
VLE area for this module: <https://learn.gold.ac.uk> (course area: Making Drawings, Making Things)

As the workshop 6 is a ‘Sound Tour’ , everything is uploaded on the

Internet. All the sounds are available through the QR code on this page.



The Map of Barbican Centre.
Making Drawings, Making Things.
1st December.



November 28th 2022
Making Drawings:
Drawing Tour.

"Map"



November 28th 2022
Making Drawings:
Drawing Tours.

"Starting Point"



November 28th 2022
Making Drawings:
Drawing Tours.

"Barbican Centre Lake"

November 28th 2022
Making Drawings:
Drawing Tours.

"ATM"





November 28th 2022
Making Drawings:
Drawing Tours.

"Lights of the opposite side of the ATM"

November 28th 2022
Making Drawings:
Drawing Tours.
"Automatic Door"





November 28th 2022
Making Drawings:
Drawing Tours.

"Study Place"

November 28th 2022
Making Drawings:
Drawing Tours.

"No Smoking"





November 28th 2022
Making Drawings:
Drawing Tours.

"Cube Lights"

November 28th 2022
Making Drawings:
Drawing Tours.

"Barbican Shop"



All the drawings were from the Barbican centre standing up. It was a drawing in a very quick situation. I think I couldn' t focus to the details in the drawing. Next time I should focus to the drawing and improve the details inside the drawing. The route should be more efficient for the person looking at my tour guide.



Making Books of Drawings

the Brief.

DS50002A Making Drawings, Making Things

IFC Design Making Drawings: Making Drawing Folio Books

Edd Bagenal

Books are tremendously powerful objects.

In this session we will practice several simple methods used to make bound books from paper and board. This workshop is designed to enable you to produce sketchbooks, folios and presentation books of your drawing, illustration, designed print and written work in future projects.

Books are bound in order to preserve fragile sheet work of any kind from damage. The effectiveness of this can be seen in some of the earliest bound materials known, some dating from as early as the first century AD.

Tasks: Make the following books as 'dummy' versions

1. Simple fold book
2. Stitch book
3. A book bound in covers

Remember to write up each workshop session in this course to present with photographed or scanned digital material to illustrate the work you did for each brief. Alongside images and drawings/media links for each workshop, you should also have;

a. A description of what you were asked to do (the brief), where you carried it out, with whom and why.

b. A description of what YOU did in response to what you were asked to do- your particular take on the work, the decisions you made and why.

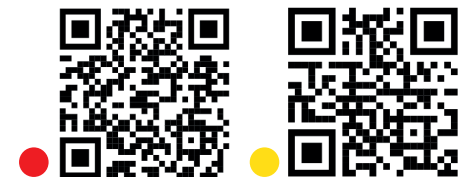
c. A reflection upon how well this worked, the Examples of how it was difficult/successful/ Not successful etc. as well as noting what you learned from your working out the response you gave and where you think this might be useful in your own practice now and in the future.

Some reference below are from contemporary sources and are useful resources, though you will be able to find many more.

● 3 Ways to bind a book: <https://www.wikihow.com/Make-a-Paper-Book>

● A good video showing bookmaking and blinding <https://vimeo.com/65802836>

● A good bookbinding tutorial: <https://www.instructables.com/How-to-bind-your-own-Hardback-Book/>





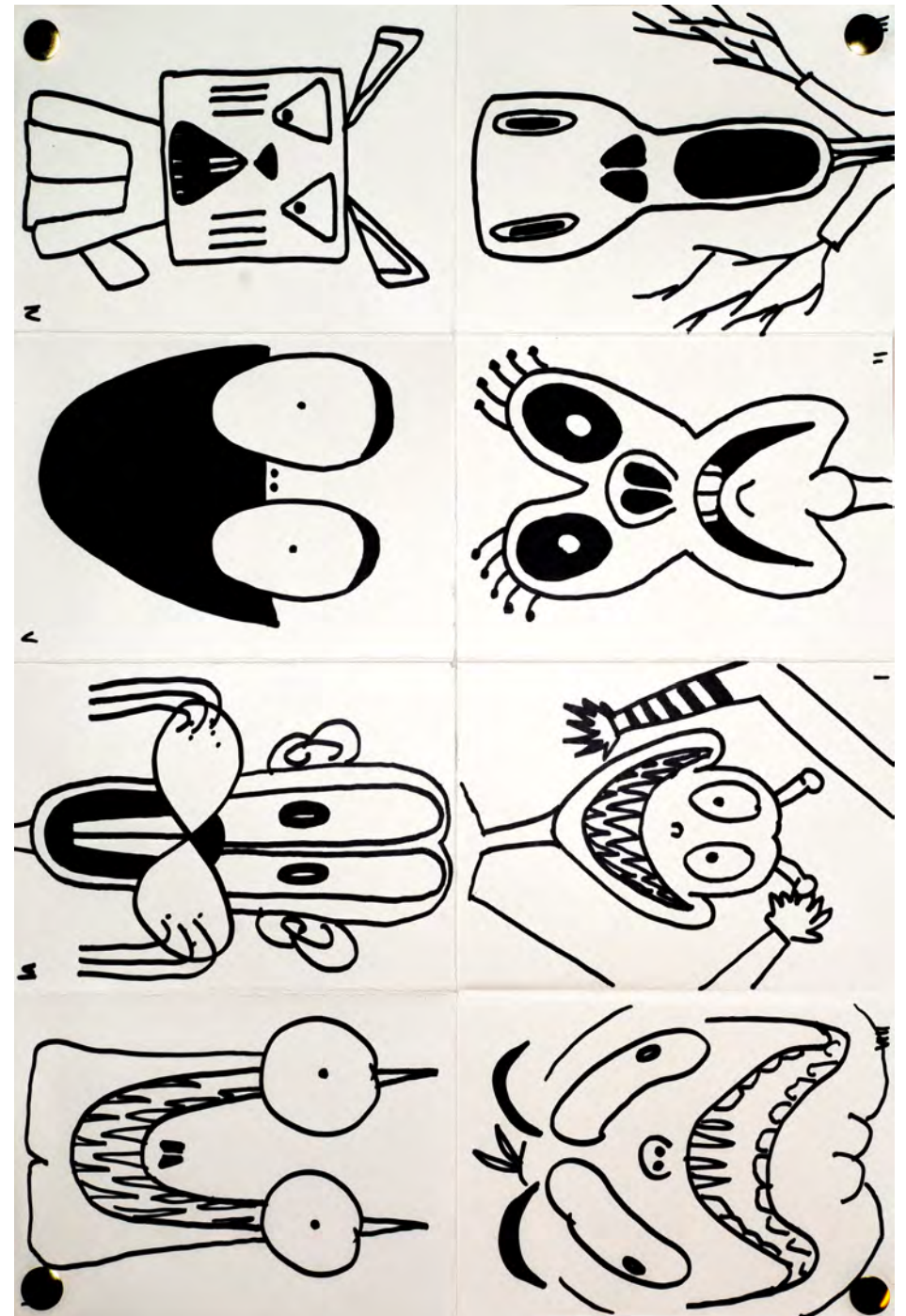
December 9th 2022
Making Drawings:
Making Books of Drawings: Part 1
"Simple Fold Book"

The task was to make a simple fold book with a single paper. I was managed to make the book with the instructions from the brief. The contents are drawings of different types of characters from my imagination.

December 9th 2022
Making Drawings:
Making Books of Drawings: Part 1

"Simple Fold Book"

The simple fold book contained 8 pages. It was very simple to make and is very good for quick and simple use when in a desperate situation.



December 9th 2022
Making Drawings:
Making Books of Drawings: Part 1

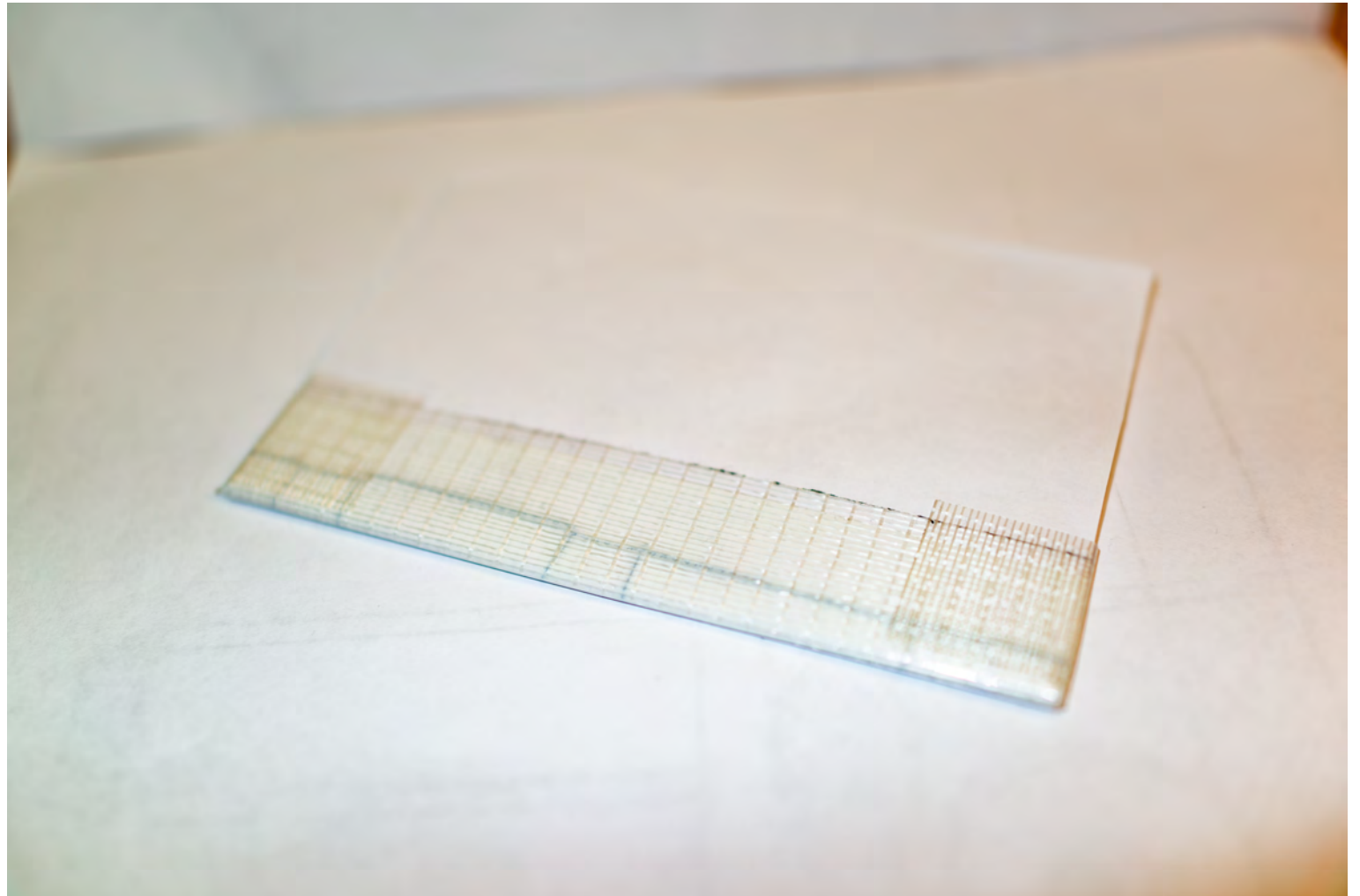
"Simple Fold Book"



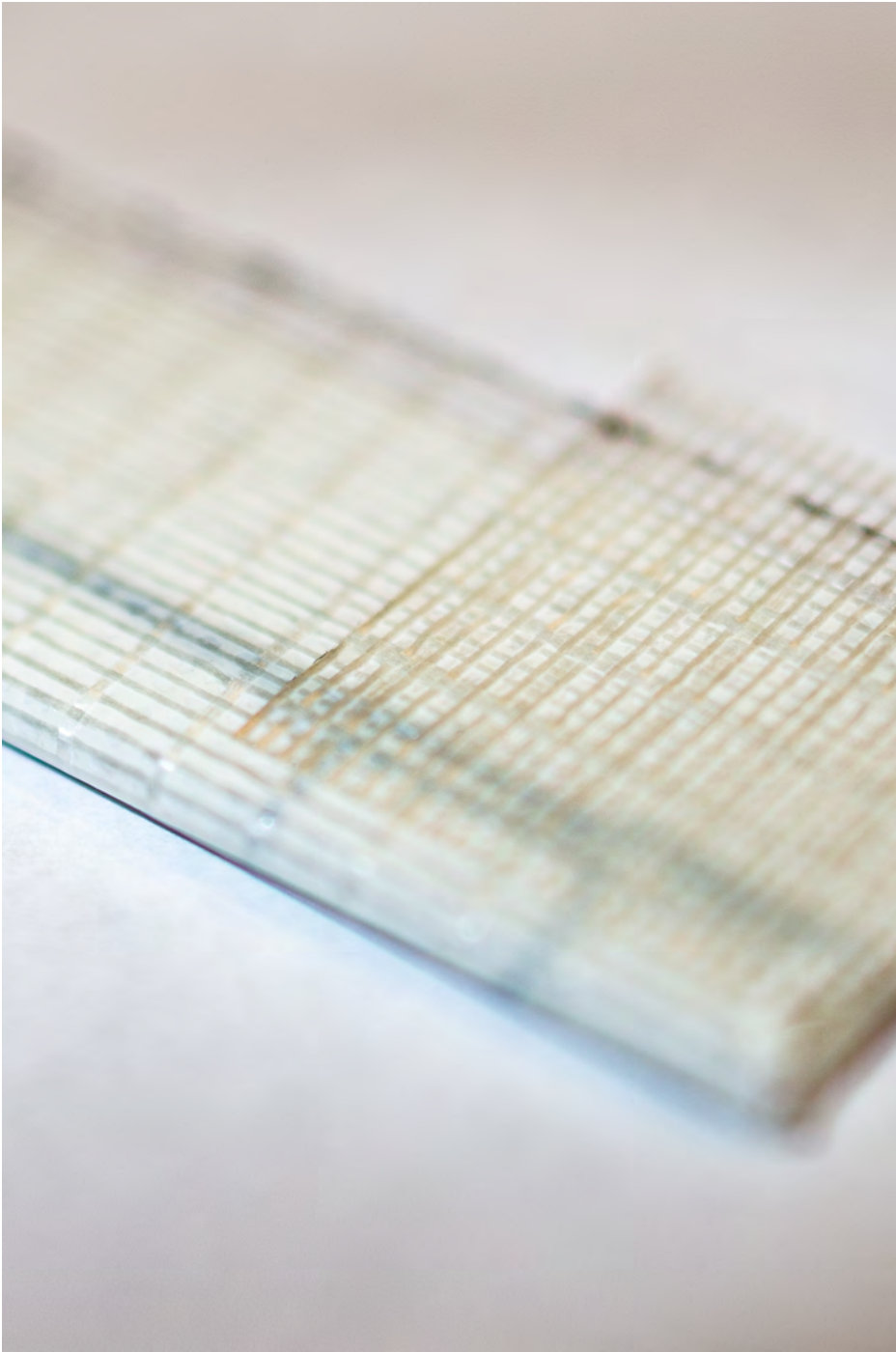
I could have contained more pages by cutting the edges. I should try this when I need more pages to use.

December 9th 2022
Making Drawings:
Making Books of Drawings: Part 2

"Stitch Book"



The task was to make a simple binding book with a paper and stitch it with a string. My book contained 38 pages.

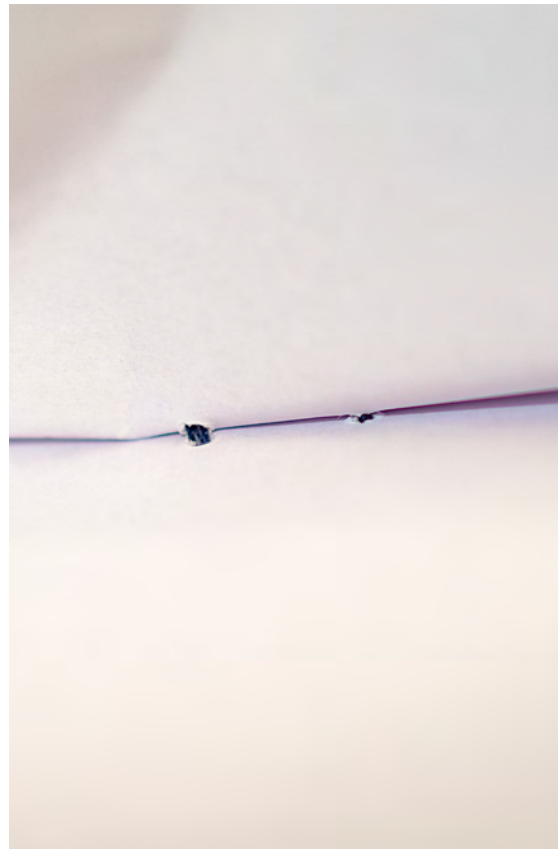


December 9th 2022
Making Drawings:
Making Books of Drawings: Part 2

"Stitch Book"

The books edge was finished with a stitch tape. The tape was stuck too deeply that the book won't open entirely. I should care about how I should finish the book better next time. The stitching was done by a needle and a thin navy coloured string. I thought it would be hard, however, it was simple. It would be much better to use this method instead of the fold book if I have more time.

The stitch showing inside of the book lets the book look like more like a book and made me happy. It would be better if the stitches were in proper and correct order.



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Making Drawings:
Making Books of Drawings: Part 3
"Book Bound in Covers"



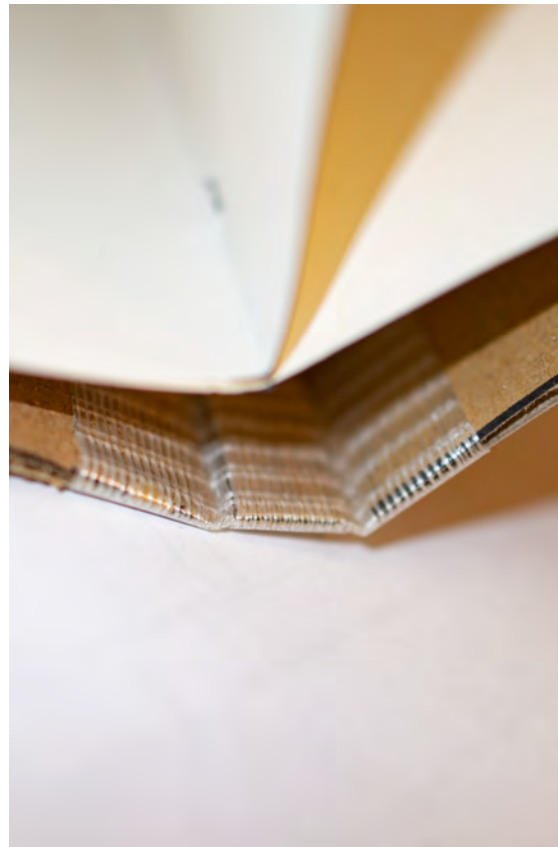
The task was to make a book and a book cover for the book. This book, in my opinion, is the strongest and the most book look-alike book from this brief.



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Making Books of Drawings: Part 3

"Book Bound in Covers"

The book contained 8 pages and looked completed. However, there was a minor problem. By stapling the edge of the book onto the book covers, the end of the book floated. It was a huge mistake and should never make this mistake again.



December 9th 2022
Making Drawings:
Making Books of Drawings: Part 3

"Book Bound in Covers"

The edge was stapled with the book cover and made a huge gap between the cover and the book. The edge of the book was made with the stitch tape I use often which is strong and full of style. This book will be better for more quality of my book and to keep it longer in extreme situations. Next time, I should spend more time on to the book.

The brief was useful in many ways and enjoying. It gave me the ability to study how books are made and preserved.





END of Book

Book Written By Wonhee Lee,

Tutor of Workshop: Edward Bagenal.

All the briefs were given by Edward Bagenal.

All the photos are photographed by Wonhee Lee.

2023.