

Design a Shed

Due Date:

Student Name:

Throughout the semester you have been learning skills related to the construction industry. It is time to move your knowledge to the next level by applying what you've learned to a new project – the design of a shed.

In class we will be taking a look at how sheds are put together. Using the design process, we will identify what type of person or group of persons your shed would be best suited for (a large family? two retirees? a single young adult?) Design considerations need to be made for aesthetics and for function. You will need to be able within your presentation to justify why you made your design choices. Your presentation of your design will take the form of a sales interview with the class. You will present your design, and convince, or sell, your classmates and myself on why we should choose you as the designer and builder. As the designer, you are required to sell your skills and your experience in this class in addition to your design.

Below are the steps to help you through the assignment and presentation. Please be sure to speak with me if you are unclear concerning any of them.

Step 1 – Identify who your target client is (who are you designing the shed for).

Step 2 – Identify what key design features your target requires.

Step 3 – List the safety and bylaw considerations for building a shed in this area. What PPE and general safety equipment is required on the job site? Students will investigate any bylaws surrounding the building process and/or permits that are required.

Step 3 – Using parameter's you've created in Steps 1-3, begin to sketch your shed onto graph paper. Experiment with different layout options, getting feedback from your peers and teacher. This drawing needs to reflect the framing layout for each wall in the shed.

Step 4 – Once you have drawn the shed, you can add features, such as landscaping and interior finishing, creating a more holistic and visually appealing formal shed design. At this stage students need to create a material list and approximate cost for the materials required.

Step 5 – Using 'Prezi', create a sales presentation incorporating all of the information that will sell us on your design.

(Go to <http://prezi.com> and sign in as a student. If unfamiliar with the program please follow the step by step instructions found under the 'Learn' tab.)

Step 6 – Write a journal identifying the work done by each partner and a reflection of the assignment.

Presentation

Presentation must be at least 8 minutes long. (Please time yourself before hand as I will be timing you during the presentation.)

You need to be able to clearly present your shed plan to the class using available technology.

Marking and Rubric For Shed Design

Criteria for the Achievement Levels	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <i>Did the student display an understanding of the topic and terms including safety?</i>	Demonstrates limited understanding of topic and terms including safety.	Demonstrates some understanding of topic and terms including safety.	Demonstrates considerable understanding of topic and terms including safety.	Demonstrates high degree of understanding of topic and terms including safety.
Thinking/ Inquiry <i>Has the student developed judgments and conclusions within the design process?</i>	Develops judgments and conclusions with limited effectiveness.	Develops judgments and conclusions with moderate effectiveness.	Develops judgments and conclusions with considerable effectiveness.	Develops judgments and conclusions with high degree of effectiveness.
Communication <i>Was the presentation accurate and effective?</i> <i>Was the language used accurately and effectively?</i>	Uses presentation and language with limited effectiveness and accuracy.	Uses presentation and language with moderate effectiveness and accuracy.	Uses presentation and language with considerable effectiveness and accuracy.	Uses presentation and language with high degree of effectiveness and accuracy.
Application <i>Did the student make connections between the design process and framing?</i>	Student has displayed limited ability in making connections.	Student has displayed moderate ability in making connections.	Student has displayed considerable ability in making connections.	Student has displayed high degree of ability in making connections.

Marking	Comment	Grade
Presentation <ul style="list-style-type: none"> • Proper length of time. • On time and prepared. • Proper use of technology for presentation. • Good use of imagination. 		
Written Assignment and Drawings <ul style="list-style-type: none"> • Identification of target client. • Key design features for client. • Drawings • Appropriate use of class time. • Journal. 		
Final Grade		