



Visioneer

DESIGN CHALLENGE

A new statewide design competition for middle and high school students

Friday, April 27, 2012

UW-Milwaukee Peck School of the Arts

Sponsored by Wisconsin Art Education Association
2914 S Pine St
Milwaukee, WI 53207

**Plan NOW to involve
students in this program
for school year 2011-2012**

Visioneer

DESIGN CHALLENGE

A statewide competition for middle and high school students interested in design

REGISTER NOW!

DEADLINE IS FRIDAY, FEBRUARY 24, 2012

Early registration gives a better chance of obtaining the category selection requested. (See description in info section on Registration.)

Membership in the WAEA is required - Please go to WAEA website to join:
<http://www.wiarted.org>

Please TYPE or Print.

1. Student _____	Grade _____	Design Area _____
2. Student _____	Grade _____	Design Area _____
3. Student _____	Grade _____	Design Area _____
4. Student _____	Grade _____	Design Area _____
5. Student _____	Grade _____	Design Area _____
6. Student _____	Grade _____	Design Area _____
7. Student _____	Grade _____	Design Area _____
8. Student _____	Grade _____	Design Area _____
9. Student _____	Grade _____	Design Area _____
10. Student _____	Grade _____	Design Area _____
11. Student _____	Grade _____	Design Area _____
12. Student _____	Grade _____	Design Area _____

WAEA/NAEA ID# _____

School or School District _____

Principal _____

Art Teacher _____ Address _____

City _____ Zip Code _____

School Phone (_____) _____

Home Phone (_____) _____

Teacher Cell Phone (_____) _____ E-Mail _____

Registration fee of \$100 per school for no more than 12 students. If a teacher decides to bring a second group, the cost is an additional \$100. Please make checks payable to Wisconsin Art Education Association

Send to:

Visioneer Design Challenge % Virgi Driscoll
1161 N. Lost Woods Rd.
Oconomowoc, WI 53066
262-646-3404 Home
262-227-0547 Cell
vdriscoll@wi.rr.com

**FEEL FREE TO
DUPLICATE THIS FORM!**

Visioneer

DESIGN CHALLENGE

A new statewide design competition for middle and high school students

WHAT IS THE VISIONEERS DESIGN CHALLENGE?

The Visioneers Design Challenge is a statewide learning program and competition for high school and middle school students interested in design arts connecting with professional designers in each field.

Challenges have been developed by professional designers. These challenges cover design in everyday things, design of spaces and places, design for communication and information and design for human interaction.

WHO CAN COMPETE?

Any student or student teams in high school or middle school with an interest in learning more about design arts may select an event in which they would like to compete. In some events, such as a Video Production, a school might enter a team to compete in this. In the world of design, this is a real practice and you can model this.

WHAT IS UNIQUE ABOUT THIS COMPETITION?

1. It is the first Design Challenge competition in the state and nationally.
2. Since a limited number of design courses are taught in our schools, this program provides an opportunity for teachers and students to learn more about design and how to teach it.
3. The Design Challenges have been developed by professional designers and are configured on the real world of design practice.
4. These professional designers will be available via the internet to help teachers and students should they need additional information about the area or support in what they are doing. The professional designer, position, and e-mail address is listed at the end of each Design Challenge so that contact can be made. Also, this information will be available on the Wisconsin Art Education website, www.wiarted.org, for the convenience of the teacher and student.
5. This is a way of advocating for design arts to those in your school community about the wide impact the visual arts have on industry in the 21st century. These Design Challenges are framed as actual jobs that students can be prepared for and make a living doing. The demands for designers is and will continue to grow as technology further develops.

WHAT IS THE APPROACH TO THIS COMPETITION?

Teachers may take varied approaches to this competition, such as:

1. use the Design Challenges as their design curriculum for the year for all students and let the students decide who will compete at the state level.
2. create a team of 6-12: a. have students individually select a challenge to complete or b. have two students work on one challenge to complete. Additional students would be asked to serve as alternates in case a student/s would be unable to go to the state event.
3. bring students to observe this event as a learning experience for the first year.

Note: A student may compete in only one design area.

WHAT IS THE PROCEDURE?

Students will solve long term Design Challenges at their schools and bring them to the competition and display them. They will be given a related Design Challenge to solve when they arrive on-site.

WHO DOES THE JUDGING AND ON WHAT CRITERIA WILL JUDGING BE BASED?

Judging of both long term and on-site Design Challenges will be done by professional designers. The judging will be based upon the criteria that is listed with each Design Challenge. Students need to read their selected Design Challenge information thoroughly and follow the directions closely. Please note that each Design Challenge has different criteria that has been developed by the professional designer based upon practice in that area in the real world of design.

WHAT ARE THE AWARDS?

The awards will be in each category - first, second, third, and honorable mention. Student winner will get a certificate of participation for their entry and every school will receive a plaque for recognition of participation in this special event. When teams are participating, each team member will be recognized with awards when they are winners.

WHAT DO I NEED TO BRING?

Students will bring their own tools and supplies appropriate for the event for which they are registered. Since the on-site Design Challenge will be related to the long-term Design Challenge that was solved by competing students, the same tools and supplies should be brought for the on-site activity. If, for example, a computer is needed for your project, the student would bring his own to the site.

HOW DO I SIGN UP?

Complete the form at the end of this brochure (it can be copied as many times as needed) and mail it in to the address listed.

WHAT IS COST OF PARTICIPATION?

Registration fee for participation in this event is \$100 per school for 12 students. If a teacher brings two teams of 12 students, they must pay an additional \$100.

Travel and all food and beverages are the responsibility of each school.

HOW CAN I EARN OR ACQUIRE FUNDS FOR THIS COMPETITION?

Target is offering grants to school districts for field trips. Also, some schools give funds from the Gifted and Talented program for activities such as this. You need to apply for both of these. Car washes and pizza sales are always an option to raise funds.

Also, contact a local business to sponsor your team as sports groups do. You might print t-shirts or ask them to provide t-shirts stating their support. If you do not ASK, you don't RECEIVE. GO FOR IT!

WILL LUNCH BE PROVIDED?

Every student is responsible for bringing his/her own lunch and beverages to the competition.

HOW CAN I VOLUNTEER TO HELP ON SITE?

Teachers and parents are needed to volunteer to assist in maintaining good decorum and flow of activity at the competition site. Please let us know if you are willing to assist in this manner.

DO I NEED CHAPERONES FOR MY STUDENTS?

Yes, it is a good practice to have one chaperone per five students. This is a great way of involving guidance counselors, curriculum coordinators as well as parents.

DO I NEED A RESPONSIBILITY RELEASE FROM MY SCHOOL DISTRICT?

ABSOLUTELY. Please complete form from your school district getting parental approval for travel.

WHAT IS THE DATE OF THIS EVENT AND WHERE WILL IT BE HELD?

The on-site program is a one day event scheduled for Friday, April 27, 2012. UW-Milwaukee Peck School of the Arts, Visual Art and Film Departments will host this event. It is located at the following address: UW-Milwaukee Peck School of the Arts, 2400 E Kenwood Blvd., Milwaukee, WI 53211.

WHAT IS THE TIME SCHEDULE FOR THIS EVENT?

The on-site competition will begin at 9:00 am AND WILL CONCLUDE AT 3:30 PM. Since this is a very involved competition, students will work throughout the day and take breaks and lunch with their specific design group.

WHAT IS THE DEADLINE FOR REGISTERING FOR THIS EVENT?

The deadline for registration is Friday, February 24, 2012. **Early registration is recommended since we will hold the limit for each design category to 15 students.** If we have more registrations than that we will have to open new sections once they have been filled. We are doing this so that there is a better balance of students with each design professional keeping in mind that this is a learning situation and we want all students to learn as much as they can from these designers. If the session is too large, noone benefits.

SPECIAL NOTE: It is important that ALL TEACHERS review all the challenges and encourage students to try some that are unfamiliar to them. We have tried to make ALL of the challenges doable in the schools so that technology or limited technologies do not keep students into trying something new. For example, web design is now more user friendly for all students whether you have programs or not. Another area we would like to see students explore is Product Design. We have EXCELLENT PROFESSIONAL DESIGNERS who are eager to help move students forward in their selected challenge. PLEASE feel free to have students e-mail them when they have a question. They are donating their time and talents to help students learn!

Teachers should encourage and motivate students to start early planning their challenge, researching it, finding sources of information and direction, and really THINK THROUGH THE CREATIVE PROCESS, keeping a journal of this process as they solve the challenge. These challenges should not be rushed.

For further information regarding this program, contact Virgi Driscoll, vdriscoll@wi.rr.com or 262-646-3404.

**Please note: E-mail addresses of the professional designers are provided.
If you need to clarify or ask questions of them, please do!**

ANIMATION

CHALLENGE: Create an animated movie promoting <http://lessismore.org>

DESCRIPTION OF CHALLENGE: Go to the website [HYPERLINK "http://www.lessismore.org/"](http://www.lessismore.org/) and read through it. Select one page from the top tab: Recycle & Reduce, Yard Waste, Hazardous Waste, Electronics, or Trash. Create an animation that could be played on top of the selected page, i.e.-where you see a static image at present. The animation should give an overview of the topic of the page. i.e.-if you selected Recycle & Reduce, then your animation should talk about how to reduce and recycle and outline some of the steps written on that page. If you have great ideas of your own to reduce and recycle, then you can use them in your animation too.

CRITERIA/MEDIA REQUIREMENTS:

- Size: 6.5 inches (Width) x 2.25 inches (Height)
- Use any available computer software including-Flash, Photoshop, 3D Studio Max, Maya, etc. You can even use hand made sketches or any other technique to create animation.
- Write a Script for your animation.
- After writing the script, plan how you would create the animation using a storyboard. A storyboard consists of a series of illustrations that depict the key scenes of an animation or a movie. (Storyboard samples could be found on the Internet or in most DVDs of movies using animation or special effects like Monsters Inc. Matrix, etc.). A storyboard usually looks like a comic book. Make the image rectangles 4" x 5" and use as many of these as your storyline (comic strip format) requires. Cut and mount these in the sequence on a black presentation/ mat board of the required size.
- Save your files on a CD/ DVD.

- You can even use video editing software like iMovie, Final Cut Pro, Premier, etc. to add titles, voiceovers or special effects, or anything else that is required in the effective execution of the project.

- Post the project on [HYPERLINK "http://youtube.com/"](http://youtube.com/) and share it with your friends, family and the entire world. You can also post of link of the video on facebook and share it with your facebook friends.

PROCESS STATEMENT AND DOCUMENTATION:

Please type a statement about the process that you followed while working on this challenge. If you are working as a group please describe each person's role.

It would be a great idea to document the process (though it is not required) in other ways too-photographs, videos, etc. Process and the final product are both equally important this is your chance to inform us about the process that you followed.

JUDGING CRITERIA:

- Creativity of the overall project and design concept.
- Quality and neatness of the storyboard.
- Complexity of the project.
- Effective storyline-whether it gets and holds the audience's attention or not
- Cohesiveness of the project and flow of the storyline.
- Skills in terms of quality of animation i.e.-appropriate pacing, smoothness of animation, quality of illustrations, characters, scenes, etc.
- Overall impact of the final animation.

PROFESSIONAL:

Gautam Wadhwa, UW-Whitewater; wadhwag@uww.edu

ARCHITECTURE

CHALLENGE: Design a new Public Library for your community that meets the size requirements of needs of the village in which you live.

DESCRIPTION: Students will be challenged to design a new public library for their community by developing a concept and plan from the programming phase through the schematic design phase. This design must embody a “less is more” approach to design as well as include environmentally friendly (green) design ideas. The design process should include the following:

Tour existing local libraries and meet with library staff to discuss and review the needs of the library to gain knowledge of the size, function and operation of the library.

Create a space needs program that outlines individual spaces needed and the size that those spaces need to be (by square footage).

Develop the following:
Conceptual building design. (Include preliminary diagrams of early concept sketches showing approximate square footages for various areas of the building)

A rough site plan for the building (which can be based on an actual empty parcel of land within the community or a fictitious site). Include access to building, book drop off areas, parking and any adjacent outdoor spaces included in the library program.

A green design plan. What can be done in this building to help save our environment? This can be anything from adding extra bike racks, which encourages people to ride to the library, to collecting water off of the roof to help irrigate the landscaping. Do some research and come up with innovative ways for this building help the planet. (<http://www.usgbc.org/>)

Extra Credit will be given to teams who research the Architect who coined the phrase “Less is More” and incorporate some of his minimalist ideas into their design.

CRITERIA/MEDIA: Develop the following materials for the presentation:

Colored exterior elevations, depicting the front back and side views of the building showing proposed materials... Remember “Less is More”

Interior floor plan, designating various areas of the building (ie. Story room, conference room, stacks, periodicals etc.) Include furniture layouts with book stacks, circulation desk and soft seating. All plans should be shown at a scale.

Show the building outline as it sits on the Site Plan. Develop a building model showing the massing of the library. Use foam board and again use a scale so the model is accurately proportioned.

JUDGING:

Understanding and development of the building program. Does the program meet the needs of the community regarding current size and possible future growth? Does the new building meet the needs of the community as outlined in the program?

How Green is it? The building will be judged on how innovation each student is in incorporating environmentally friendly design practices into their building.

Creativity in their design concept. Does this concept clearly communicate the needs and unique culture of the community? Photos of other local buildings may assist in defining the design of their library.

Visual presentation. Do the materials effectively translate the design concept ideas to the public? Craftsmanship of the model. Does the model accurately depict the design concept of the building?

PROFESSIONAL:

Doug Forton
doug.forton@gmail.com

DIGITAL PHOTOGRAPHY

CHALLENGE: "We learn from our gardens to deal with the most urgent question of the time: How much is enough?"

- Wendell Berry

"You have succeeded in life when all you really want is only what you really need."

- Vernon Howard

"Enjoy the little things, for one day you may look back and realize they were the big things."

- Robert Brault

What does it mean to live with less? Is it something we choose or something thrust on us? Is it about simplifying our lives, appreciating what we have, or reusing and recycling? Or is living with less necessary because there is less for us to use and more people who need it?

For this challenge you will need to create a series of 3-5 digital photographs that tell us one or more stories of living with less. These photographs can function as the narrative of one story about living with less, or they can be three to five individual photographs representing living with less. In these photographs you could show what you think are the most important issues or ideas surrounding this theme.

These images can be found in nature, architecture, even a crack in the sidewalk. For instance, a flower can grow and thrive with very little—in some cases it needs just the tiniest bit of dirt, found in a small crack in the sidewalk, to bloom. Is this an example of living with less? Choose images that make us think. Try to push your ideas into metaphor. A dinner table with almost no food and a large family shows a lack of food. Does a picture of a grocery bag empty except one item of food say the same thing?

For your images, you should always attempt to take each composition three times. The first is far away (5-15 feet), the second closer (1-3 feet) and finally very close to your subject (18 inches or less). Did your composition change? What stands out in each picture? Make this a part of your process. **BE CREATIVE.** Use light and shadow. Crop in tightly on your subject. Find unexpected spaces and subject matter. Try different lighting and different times of day.

GOOD LUCK!

CRITERIA / MEDIA

This group of images should explore form and how we perceive objects. In addition to capturing form, students should look closely at issues of light/shadow, composition, color and depth of field.

- Three to five images, each equivalent to 4"x 5" in size, should be mounted onto or more pieces of grey or black mat board.
- Photographs should be printed on a photo quality inkjet paper with a glossy, semi-gloss, or luster surface.
- Images should be printed at a resolution of at least 300 dpi.

JUDGING CRITERIA

- Photographs should strive to address the challenge in an unexpected and thought-provoking manner.
- The use of color, framing, and arrangement of other elements within the picture plane should reinforce the mood and scenario presented within the images.
- The photographs should be color-corrected (white balanced), sharpened, and otherwise modified if necessary.
- The prints should be of technically good quality.

PROFESSIONAL:

Adream Blair, UW-Milwaukee,
blaira@uwm.edu

FASHION

CHALLENGE: LESS IS MORE; Living With Less

In the fashion industry we always want to sell more since that is how we make money for ourselves and our families on the job. However, the social conscious and economic conditions are such that buying more as a consumer is very difficult. So what do you do? Your challenge is to come up with a fashion design that reflects the theme, LESS IS MORE; Living With Less. Look for ways to combine clothing items, recycle, reuse, less expensive fibers, less expensive construction.

The criterion for the competition is to create a collection that is either for men, women or children. Only do one area. The collection needs to have a combination of tops and bottoms or dresses . You may also add accessories and shoes. Secondly, the work needs to be drawn using one of the standards for fashion croquis. Examples of croquis (modles) are the Golden Mean, 7 head, 9 head or 13 head. You can look on the internet for examples to use.

JUDGING:

5 = Completes all requirements with details and examples
3 = Missing one part
1 = Missing 2 or more parts
0 = Did not complete

Format
Proper English
Cover page
Name of the project
Your name

Objective
states the purpose
states why it is important

Drawing 1
Front and back view
Top and bottom
Uses croquis
Drawings have a professional look

Drawing 1 Explanation
Gives 2 comments as to how the designs reflect less is more

Drawing 2
Front and back view
Top and bottom
Uses croquis
Drawings have a professional look

Drawing 2 Explanation
Gives 2 comments as to how the designs reflect less is more

RESOURCES:

<http://www.designersnexus.com/design/free-fashion-croquis-templates/>

<http://www.designersnexus.com/design/free-fashion-croquis-templates/>

<http://www.google.com/search?q=croquis&hl=en&client=firefox-a&hs=LSZ&rls=org.mozilla:en-US:official&channel=np&prmd=imvns&tbm=isch&tbo=u&source=univ&a=X&ei=s4WcTtTqJuzFsQLHhZ20BA&ved=0CEUQsAQ&biw=1280&bih=667>

Please have four drawings that include a front and side or back view. Finally, you will need to prepare a paper. The paper must be 1-2 pages (no longer), typed with proper grammar and spelling.

The paper outline to follow is:
Title LESS IS MORE; Living With Less
Your name
Objective of the project
Drawings with explanation of your line

Drawing 3
Front and back view
Top and bottom
Uses croquis
Drawings have a professional look

Drawing 3 Explanation
Gives 2 comments as to how the designs reflect less is more

Drawing 4
Front and back view
Top and bottom
Uses croquis
Drawings have a professional look

Drawing 4 Explanation
Gives 2 comments as to how the designs reflect less is more

Questions can be directed to:
Betty Hurd
Madison College
Director Fashion Marketing
3550 Anderson Street
Madison, Wi 53703
bhurd@matcmadison.edu
608-246-6486

GAME DESIGN

CHALLENGE: Simple, Retro, Fun

In accordance with the theme of “less is more” this game design challenge will require you to design an original video game in a freely available game engine: GameMaker Lite 8.1. <http://store.yoyogames.com/games/277-gamemaker-for-windows-lite>

Students can familiarize themselves with the software through GameMaker’s own freely available online tutorials(<http://sandbox.yoyogames.com/make/tutorials>). Make fun and engaging games with the fewest possible elements and simple, elegant visual schemes. Each group will present their design process along with their final game through a design narrative from paper prototype, concept art, play-test iterations and a finished video game.

CHALLENGE DESCRIPTION:

In today’s world the thought of creating a AAA video game is intimidating. It’s easy to think that all good games require a team of programmers, 3d and 2d artists, and millions of dollars. Contrary to this, there exist many great games that do not use 3d, are made with a small team, and cost far less than a million dollars. These games prove that it is still possible to create fun and revolutionary games by focusing on game play, and experience. Examples of games created under these conditions include Portal, Limbo, Braid, World of Goo and Super Meat Boy.

Some of the most popular and widely played video games are incredibly simple in concept, content and play. This challenge is designed to use the less is more theme to create new video games which use simplicity of design to create engaging and fun experiences for players. To fit the theme of “Less is More” we challenge you to create a game that does not use 3d, does not require a huge team, and will be created with free materials. It is our hope that by doing so you will focus less on how your game looks and more on how your game plays.

We understand that game design can be a HUGE task, especially if you’ve never done it before. Because of this we recommend this video to give you a crash course: <http://www.youtube.com/watch?v=aW6vgW8wc6c> (caution: contains some strong language)

Game design is a collaborative process so this challenge is recommended for groups of 2-4 students. Brainstorm

and develop game concepts and ideas with art and visual concepts. All games MUST have a constraint that is an example of “less is more.” Examples of some possible constraints to put into your project:

- Single Sprite
- One Button
- No Sound
- Single Sound
- 60 Second play (or other time limited play)

During this brainstorm, throw out as many ideas as you can. Be creative! Don’t worry if they aren’t great ideas, just focus on getting your ideas down on paper.

Working from your initial brainstorming sessions build paper prototypes of your favorite game ideas. Use the prototypes to test play mechanics and visual schemes. Your game concepts can be anything from abstract (think Pong, Tetris, or Angry Birds) to narrative (Super Mario Bros., The (Original) Legend of Zelda, or Megaman) as long as you can make them meet the less is more theme (Single Sprite, One Button, No Sound, Single Sound, 60 Second play, etc).

After prototyping a few ideas and developing them further select one for full implementation in GameMaker. Utilizing the strengths of each team member, begin developing art, sound, and environments that can be used as game content in the GameMaker software. It may even be useful to have one team member most familiar with GameMaker to act as a lead programmer.

A good place to start with GameMaker is with what is known as a simple tech demo as proof of concept. This is essentially a single scene or series of scenes which demonstrate your basic game mechanics, art, visuals and sound effects. Once you have a working tech demo you can begin developing the overall game experience from start to finish, be it a series of levels, changing environments, progressive difficulty or perhaps something new and never before seen.

Game design is an iterative process so test ideas and mechanics through frequent focused play-testing. Get as many people as you can to try out your game and listen to what they think is fun. Sometimes this feedback will make you think about your game in ways that you’ve never thought of before. Use this feedback to help you make your game better. This process will be most effective if you select small changes and tweaks to make to your game between play-tests. Keep what works and dump the rest, just play-test often and with as many players as you can find.

Document your process from your paper prototypes and concept art to your play-test iterations for your final presentation.

JUDGING CRITERIA

The final judging of the game design challenge will be conducted by a panel of game designers and artists. This panel will consider your entire design process, not just the finished game. The panel will consider creativity and originality of the visual scheme, play mechanics, and overall game experience. Therefore it is very important that you document your design process well to convey your ideas and creativity to the panel of judges.

PROFESSIONAL:

Arnold Martin, Ryan Martinez, and Dennis Ramirez:
arnie.martin@gmail.com

GRAPHIC DESIGN

CHALLENGE: We live in a world of excess. From more large cars to extravagant mansions, visions of excess can be seen all around you. So what would happen if you had to live with less, how would you encourage others to go with less. You must choose three of the following ways to promote your less is more message.

Magazine Ad
Poster
Billboard
Environmental Design
"Wild Card" (a print piece unlike those mentioned)

DESCRIPTION OF CHALLENGE

Step 1. Choose one of the following:

Your school (How do you convince your fellow students that one is enough, that they may not need several of the same thing.)

Your Mall (Is the place to get as much stuff as possible, so how do you teach shopper not get only what they need not all that they want.)

Your Local Team (How can you reach out to the fans at the sports arena to be more green)

Your Local Park (People visit parks everyday and share a beautiful outdoor space, that they know belongs to everyone. How do you encourage more of this willingness to share)

Step 2. Either meet with your client or conduct research by observing your location to see who is visiting and what they gain from visiting the location.

Step 3. Determine the magazine you would like to run your ad. All ads will be full page and can be multi-page ads. (No more than 2 pages total)

Step 4. Determine your size and location of your poster (If you choose to do a series on your theme you must create 3 different posters)

Step 5. Determine the location of your billboard

Step 6. Determine where your designs will be located. Who will see them? What are you hoping that they will take away?

Step 7. Is there an area not addressed that you feel could benefit from the less is more theme? What is the location? Who will be affected?

Step 8. Submit a brief statement about your design campaign. What is your message and target audience? What will make your design project successful?

MEDIA AND SIZE REQUIREMENTS:

- Any media including the computer is acceptable.
- Design should be on a sheet of paper (8.5 x 11), nothing smaller
- All final pieces should be mounted on black mat board (15 x 20). Multiple boards can be used.

JUDGING CRITERIA:

All of the work will be judge based on the following criteria:

- Strength and execution of design
- Neatness and craft
- Originality in solving the challenge
- The creative process as demonstrated by your research and sketches
- Strength of written summary and reasoning

PROFESSIONAL: Kwasi Amankwah, Art Director/
Senior Graphic Designer, @9 Design, Chicago atninedesign@gmail.com

POINT of PURCHASE

Point-of-Purchase Display is characterized as a product merchandiser/display designed to hold product and influence purchase at retail.

Point-of-Purchase Advertising are marketing strategies and tactics executed within, but not always limited to the store environment, including displays, signs and audio and video networks.

CHALLENGE:

Develop a Point-of Purchase display for Nike's new "EnviroRun" (environment friendly) running shoe (as an FYI, this is not a real shoe, but "made up" for this project).

CHALLENGE DESCRIPTION:

Less Is More: Living with Less (2011-2012)

This challenge reflects trends that have resulted from diminishing raw materials, rising manufacturing costs, a poor economy and a growing sensitivity to the quality of the world's environment.

70% of the American public views sustainability as a relevant subject. It effects how they purchase, utilize and dispose of products. Manufacturers are responding to this concern, with a new generation of cost effective, more durable and environmentally friendly products. Nike has developed a new running shoe (named "EnviroRun") constructed entirely from recycled material (90% car tire rubber and 10% plastic milk containers). The shoe is produced with 20% less material than competitive models, but guarantees extended wear and life. Additionally, the manufacturing facility that produces the shoes utilizes "green" practices (LED lighting, reclaimed methane gas from landfills and solar energy). Nike is the first company to execute a product of this nature and they want consumers to be aware of the shoe's unique features, benefits and background.

A spectacular display is needed to generate awareness, excitement and promote sales. This unit will showcase the shoes (include actual samples), but not physically merchandise (sell) the products. The display needs to last one year.

I am not defining where this display will be located. Think of a unique location and develop a design based on its limitations.

Think about needed scale and visual impact. What will catch the attention of passing consumers? Also, think about the product and how best to effectively communicate its sustainable nature. Remember this display will hold products, but they are not for sale (you

purchase the shoes in-store) and have to protected from theft. Lastly, think about construction materials for the display. Do the materials and display design reflect the recycled nature of the shoe?

Research/visit various locations that are appropriate for product promotion to understand their unique characteristics and also their human interface. Also, execute store audits to understand retail display design and visit display company websites for additional insight. Chronicle everything (with photography screen captures and notes where appropriate).

As a note of importance, Nike is and has always been a leader in innovation, marketing and product quality. Your solutions should mirror these attributes!

Be creative and think beyond the traditional! Above all, have fun!

MEDIA

Drawings, color renderings and scaled (1/4 scale; 1 inch equal 4inches) or full scale mockups can be utilized to express your vision. Hand drawings, 3D modeled (3D Studio Max, Strata, FormZ, etc.) and engineering drawings are acceptable. The media utilized is open to your interpretation.

JUDGING CRITERIA:

Important

18" x 24" Process presentation boards: Present the process used in the development of the final design. Your design sketches, computer models, web research imagery, photo documentation of store and other location audits and lastly, a sample board of proposed material samples/finishes to be utilized in your design.

Think of the following process:

- Defining the problem (this includes research).
- Concept creation (this includes material exploration).
- Final scaled or full scaled model (this is not mandatory, but could help promote/explain your design solution).

JUDGING: (these are not in order of importance)

- The presentation of your (18" x 24" board) design process. If possible, designate one person to verbally present this information.
- How "green" or sustainable is your solution and how well does it reflect/communicate the unique materials and production story behind this running shoe.
- Creativity and the originality of your design.
- Presentation quality (craftsmanship and neatness) of renderings/drawings/mockups.

PROFESSIONAL: Jim Mahnke, Creative Director, Great Northern Corporation (Racine location)
jmahnke@greatnortherncorp.com

PRODUCT DESIGN 1

CHALLENGE

Bicycle accessory design: Bicycle Carrying Device

CHALLENGE DESCRIPTION

Less is More

All inner city driving is limited to bicycle use. Due to green house gas emissions it is against the law to use a regular gas powered car for trips under 15 miles. What do you do? Use your Bike!!

Design a Bicycle accessory device that will carry typical loads of materials and supplies from stores or jobs. This device could be mounted on a bicycle, similar to a water bottle or basket [permanently]. The device could be the bicycle or part of the bicycle. Think of how you use the device and how to access and carry your things. How is it covered to protect from weather or theft? How do you balance the weight of the overall load?

Think about location on bike, think about balance, and think about ease of use and safety. Think about weight and security. You can redefine the object by changing materials, size and location. Think if you could carry anything with you on a bike what would it be?

Crazy funny and silly ideas are welcome as they often lead to new ways of doing things. Think if you could carry anything with you on a bike what would it be? Then design it. Draw these ideas as well! Crazy funny and silly ideas are welcome as they often lead to new ways of doing things.

For example, how would you carry a chicken? How would you carry shade? How would you carry a lemonade stand? Could you carry a tent? Could you carry a fishing rod? Could you carry your friend? Could you carry a Christmas tree? How about a 4'x8' sheet of plywood? What about your backpack? Please try "specific-use" holders first rather than a carry everything approach.

MEDIA/SIZE REQUIREMENTS

Drawings and study models from soft armature wire [aluminum] wood, cardboard, canvas and tape or other easy to find inexpensive materials to realize your vision. Scale models measured 1/4 scale; 1 inch equals 4 inches; and a full size prototype. You can practice with cardboard and tape, then take pictures of attaching to your bike. Take many pictures and from a front angle a side angle and a top angle. [minimum three views per concept]. There will be a bike on site to evaluate and demonstrate concepts.

JUDGING CRITERIA

Important

Process Notebook • Present the process used in the development of the final image (your sketches and design work, wire models, photo documentation of process in a notebook). Also document what is already available on market, to determine what and how things are being used now. Photo-document scrapbook catalog/ internet images

Think of the following process: Identification of problem; What's out there now[Market research] ; Concept ideation[sketches]; Realization exploration of materials [Models] ; prototyping images of final concept.

- Give a brief summary of your idea, what you are carrying and why.
- Show sketches drawings and ideas leading to the final choice.
- Final Models in full size

CRITERIA

- Personal experience research (readings, visits, interview, research the subject)
- Authentic work [integrity of original idea]
- Clarity and simplicity of design
- Cultural relevance: Does it solve a problem? Is it beautiful to look at?

JUDGING

- Research and exploration of materials and function
- Expression of form simple construction
- Originality: originality of idea
- Aesthetics (elements and principles of art and design drawings)
- Problem solving; does it carry or hold something well?
- Presentation (neatness, craftsmanship did student make it multiple times to get it perfect?)
- Device must be innovative, have creative aesthetics, clear ergonomics and intuitive engineering.
- Presentation materials must be mounted neatly, be easy to read and be understood by audience.

Final Models must be made in full size with care and have excellent crafts-manship.

Drawing guides and reference materials will be made available to instructors [electronic files].

PROFESSIONAL

Trek Bicycle designers Steve Baumann, Nick Zeidler, John Caruso MIAD, jcaruso@miad.edu

PRODUCT DESIGN 2

CHALLENGE:

Did you take your Medicine? : Medication compliance Device

CHALLENGE DESCRIPTION:

Less is More

How do you know when to take your medicine? What are different ways to remind people when to take their pills? Where do you keep your pills and keep them away from small children?

How do you make sure that medicine is only taken when it's needed?

Medicine compliance is a huge issue today so what are ways that we can make taking your medication more fun and correctly.

- Approximately 125,000 people with treatable ailments die each year in the USA because they do not take their medication properly.
- Fourteen to 21% of patients never fill their original prescriptions.
- Sixty percent of all patients cannot identify their own medications.
- Thirty to 50% of all patients ignore or otherwise compromise instructions concerning their medication.
- Approximately one fourth of all nursing home admissions are related to improper self-administration of medicine.
- Twelve to 20% of patients take other people's medicines.
- Hospital costs due to patient noncompliance are estimated at \$8.5 billion annually.

Design a device that helps remind you to take your medicine at the right time, and reminds you that you already took medicine. This could be a device for you or your parents or your grandparents. Sometimes there are many different pills to be taken multiple times during the day. How can a device be created to show the user that they took their pills? How can it be designed to tell you when to take the pills? Can the device communicate to other family members what the medicine is and when to take it?

Can this be designed in a low tech "less is more" way with no electronics or battery's? Can this be an improved pillbox but do more? How can other family members help? Could this be a fun device more like a game board? When you look at a checker board you can immediately see who is winning, what play to be made, and what the score is, in any language! Have you ever played the game

Battleship? Or Chinese checkers? Or Mankala? Explore the game board idea.

Develop a low tech medicine / counting / indication / dispensing device with drawings and create a story board for each of step by step ways the device works. The device must indicate time to take medicine, and it must indicate that the medicine was taken. It can hold medicine but this is not required.

MEDIA/SIZE REQUIREMENTS:

Deliverables

1-A full size or actual size model created in paper, cardboard, plastic or wood. Other simple materials will be helpful in explaining the concept.

2-Create a story board indicating step by step use to tell the story of how the object is to be used.

3-A user study and interview of a family member will be very helpful in identifying the user behavior which will provide insight, ideas and clues as to a successful concept.

JUDGING CRITERIA:

Important

Process Notebook • Present the process used in the development of the final image (your sketches and design work, paper models, photo documentation of your thinking process in a notebook). This includes images of what you are looking at for reference [game boards and things, document what is already available on market, to determine what and how things are being used now. Photo-document scrapbook catalog/ internet images. Think of the following process: Identification of problem; What's out there now[Market research] ; Concept ideation[sketches]; Realization exploration of materials [Models] ; prototyping images of final concept.

- Give a brief summary of your idea, how you use device and why.
- Show sketches drawings and ideas leading to the final choice.
- Final Models in full size

CRITERIA

- Personal experience research (readings, visits, interview, research the subject)
- Authentic work [integrity of original idea]
- Clarity and simplicity of design
- Cultural relevance: Does it solve a problem? Is it beautiful to look at?

JUDGING

- Research and exploration of materials and function
- Expression of form simple construction
- Originality: originality of idea
- Aesthetics (elements and principles of art and design drawings)
- Problem solving; does it indicate medicine was taken, does it indicate when you have to take medicine, does it indicate the same thing to a caregiver?
- Presentation (neatness, craftsmanship did student make it multiple times to get it perfect?)
- Device must be innovative, have creative aesthetics, clear ergonomics and intuitive engineering.
- Presentation materials must be mounted neatly, be easy to read and be understood by audience.

Final Models must be made in full size with care and have excellent crafts-manship.

Drawing guides and reference materials will be made available to instructors [electronic files].

PROFESSIONAL:

GE Healthcare designers, Ryan Ramos, John Caruso
MIAD, jcaruso@miad.edu

REGIONAL PLANNING

CHALLENGE

This design challenge asks learners to design a space for people to think and reflect on life. For centuries humankind has sought to answer ultimate questions such as the nature and purpose of life and humankind's place within the universe. In trying to address these questions people have often expressed their ideas by creating spaces – buildings, landscapes, objects – to allow an individual to enter into a reflective state of mind and body.

Develop a plan for one area on your school grounds that can become an environment for silent self-reflection, uses local materials (natural and human-made), and can be implemented through hand tools and simple machinery. The site must be safe, accessible and open for students and community throughout the day and year.

The space will allow individuals to reflect and have a moment of silence in what is otherwise a hectic, and often noisy, world. You should consider when and why people may enter and use these spaces.

RESEARCH

- Google your school and its surrounding environment; print it out.
- Determine a site on your school grounds for the self-reflecting environment. Identify the site on the Google printout; go to the site and mark it off with light-weight string; photograph it from different vantage points and times of the day.
- Create an inventory of natural and human-made features of the site.
- Study the surrounding land and built environment; create inventories of features, users, etc.
- Research natural and built environments that are for contemplation, reflection, and the like. Produce a collection of different environments as a visual resource that will help inform and guide your work. Consider how different cultures around the world, and across time have interpreted spaces for reflection.
- Research ideas central to sustainable practices. You may wish to use the Bill of Rights for the Planet as a guide for your work.

IDEATION

- Develop one site drawing (map view) that shows the a) surrounding area, b) school grounds, and c) site for reflection. Since you are dealing with large spaces, you can estimate the size and proportions from the Google printout, but you can more accurately do so using an engineering ruler. (Use for example, Alvin Professional Plastic Triangular Scales - Professional quality scales

made from high-impact white with Engineering scales of 10, 20, 30, 40, 50, 60 parts per inch. Your tech-ed teacher may have these rulers.)

- Create sketches of proposed environments that have different characteristics, e.g., more architectural, more naturalistic, more sculptured, more simplified, or mostly human-made materials; mostly natural materials; low and horizontal; vertical; undulating; patterns; scale of space for one, two people; small group; etc. Explore ideas....
- Take the best of different sketches and develop a set of drawings that convey more refined ideas.

PRODUCT - 3D MODEL & INFORMATION

- Develop a model of the self-reflection site using 3/8" foam core board, and/or corrugated cardboard. Base board 20" x 30". Simulate landform elevation changes through layers of the board. Use materials that simulate structures, objects, etc. You are not making a "model" as in "train model" or "dollhouse" making ... you are trying to communicate the environment, not realism of every object. Color is not important unless it is a significant feature; form and space are the most important elements to manipulate for a successful design presentation. Convey ideas about the space: interior/exterior, personal/public, movement/static; scale of the space and objects in relationship to one another, to people, to surroundings. Add people to the model to show scale.
- In addition to the model, create an information panel (8.5" x 11") to summarize the purpose of your design: a) space and design elements for reflection; b) how it relates to surrounding environments; and c) how it applies ideas of sustainability.

WEBSITES WORTH VISITING

<http://www.ltscotland.org.uk/marksonthelandscape/designchallenges/spaceforreflection/index.asp>
http://www.wired.com/culture/lifestyle/magazine/17-08/by_personal_space
<http://dcgreenum.blogspot.com/2009/04/william-mcdonoughs-bill-of-rights-for.html>
<http://jimescalante.net/charrette/>
<http://www.iseis.cuhk.edu.hk/img/about/chi/chi1.jpg>
<http://www.panoramio.com/photos/original/2117624.jpg>

JUDGING CRITERIA

Research and Ideation 50%
Product & Information Board 50%

PROFESSIONAL: Doug Marschalek, Art Education/Art Department, UW-Madison
marschalek@education.wisc.edu

VIDEO PRODUCTION

CHALLENGE: Using your camcorder, create a 5 minute video documenting the experience of packing a suitcase with 3 items you feel you cannot live without for a week. Interview yourself and record your feelings about the meaning of these important objects in your everyday life. Why is each thing important to you? Why would it be impossible for you to live without each thing? What will you decide not to pack and why? Next close the suitcase and put it away with the intention not to open it up until 1 week has passed. Then interview yourself about the loss of these items on a daily basis for a week. How much time do you spend mourning the loss of each item? Which new things or experiences have you found to appreciate instead? Do you still miss each item at the end of 1 week? At the end of the week when you have opened up the suitcase again, do you find that you use the items more or less than you did before? Use your camera to record the packing of the suitcase, as well as the process of opening it up again at the end of the week. Capture images that reveal the places, objects and people you're spending more time with since packing away these 3 objects. How can you edit the captured interviews and images to illustrate a transformation in your life?

DESCRIPTION OF CHALLENGE:

- Use your camera to record the process of selecting 3 items you feel you cannot live without in your everyday life. Videotape yourself packing a suitcase with these items and putting the suitcase away for 1 week. Interview yourself about why these objects are important to you. Why do you think it would be impossible to live without each of them? At the end of the week, videotape the unpacking of the suitcase. Document your feelings about the objects after you have lived without them for this short time.
- As the week passes, find a good space to set up the camera to interview yourself, and record your daily reactions to the loss of the 3 items in your suitcase. Every day, ask yourself, how has your mood changed since these things have disappeared? How have your activities changed? What do appreciate about the lost items now? What else are you finding yourself appreciating without them? Record detailed answers to all of the questions above.
- When recording audio, if you'll be working with an external microphone, be sure to keep the microphone close to yourself, about 6 to 9 inches away from your mouth. If you have to work with an onboard camera microphone, be sure to keep the camera close to your face. This will ensure that you record sound with enough volume.

- Next go back with your video camera to capture images you feel best illustrate your life without the items in your suitcase. What places, objects and people do you now spend more time with, for example? Use your camera to capture images that reveal these new experiences and changes in your life.
- When framing your shots, make sure to capture images with a wide variety of camera angles. Include many close-up shots and extreme close-ups. Look for specific details. Experiment with hand-holding the camera. Experiment with camera movement.
- Transfer your interviews and video images to a computer with a non-linear editing application.
- Edit your collection of interviews and images into a 5 minute video project that illustrates the transformation in your life without access to these 3 most important items in your daily life. The video should show strong consideration of framing and composition and growth or change within the video from beginning to end.

CRITERIA / MEDIA REQUIREMENTS:

- Computers with any available video editing software (iMovie, Final Cut Pro, Premiere, etc.)
- Digital Video Camcorders and External Microphones (if available)
- Mini-DV tapes or DVDs (for shooting the video)
- The completed video on Mini-DV, DVD, or on a flash drive

PROFESSIONAL: Alex Torinus, Lecturer in Film / Video / New Genres at the University of Wisconsin at Milwaukee, atorinus@uwm.edu

WEB DESIGN

CHALLENGE: The Visioneer's theme this year is, LESS IS MORE; Living with Less. So, design a website that provides information on this topic/concept.

There are many ways to approach this project – some things to consider:

The site should “sell” the concept and show the benefits of this

This should not be about doing without or suffering because of it, it should be positive

You could feature some products, you could just cover the concepts, you could provide “how to” information Consider advantages to the individual, the community, the world!

The most important part of this challenge is to be creative in your concepts.

CHALLENGE DESCRIPTION

Design a website that presents information about how LESS IS MORE

Prepare and present a Project Plan based on the work listed above. The Project Plan should include at a minimum:

A description of your concept and goal for the site

Your design – explain how the design works with your concept

How did you break down the work? What were your biggest challenges?

Prepare and present your project as a Slideshow concept presentation. Imagine that you are presenting this to potential investors

You will be asked to present all of this in a clear and easy to understand manner – you can present on your laptop or use a flip chart – whatever you are most comfortable with.

Present the Website itself and take us through it. As with the entire Challenge you can do all of this electronically or use flip charts and drawings.

PRESENTATION

You will present your Project Plan

You will present your Slideshow of the concept

You will present your Website

You will answer questions from me and the other teams as you present.

These are your 3 areas of presentation and they can be electronic – flipchart – or a combination.

MEDIA

Written description of the project plan in Microsoft Word and/or Microsoft Excel, printed to be handed in A “slideshow” presentation of the project plan – cover your project and take us through the process from start to finish at a high level. Selection of the team and how you worked together (if a group)

The website itself should be a slideshow in a computer format: PowerPoint, Adobe, etc. any electronic “slide” format is acceptable. You can also draw this if you like and present it using a flip chart.

Laptop to present your website and other aspects of the project (and/or flipcharts)

JUDGING CRITERIA

Your presentation of the Project Plan, the Slideshow, and the Website

Planning and design

Creativity in design and process

Your choice of material and concepts supporting the LESS IS MORE concept

Ease of use/clarity of presentation of the site information

The Visioneers Challenge is a competition – but it is a friendly competition! Your work will be judged against the work of the other competitors – you will learn from each other in the process and you will have fun! Only one person or one team can win first place, but you will all be winners.

OTHER GUIDELINES

You can do this as an individual project or it can be done as a design team of up to 4 people

Your creativity, future thinking, and presentation are the most important things

Your choice of presentation is totally up to you – computer-based is preferred, but drawings and flip chart presentation will be judged as equal to computer-based. This competition is about creativity not computer graphic skills.

PROFESSIONAL:

Bruce Wachholz, Cedar Creek Web Design

email: visioneers@cedarcreekwebdesign.com