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Sound

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AZM University - 201 Basic Design Course - Fall 2015

The Concept

In this exercise, students' sense of observation is widened to highlight auditory environments. They will intensify their listening ability to generate sound mapping data. Two main issues to be discussed and solved in this exercise: First, is the comprehension of a set of multiple environments using technical and biological mapping tools. Second, is the form/sound relationship. How could sound be a catalyst and a form generator, and vice versa?

Design Process Outline

Week One:

Each student is set to explore five different locations during a normal day activity. The stress point of the analysis is to mark/record the variations of the sound typologies the student is exposed to in each location.

Week Two:

Students are assigned to represent the recorded data with abstract line drawing.

Hence, the student will have five different patterns representing the various collected sound projections.

Week Three:

Model Experimentation of the analyzed previous data.

This experimentation is a direct translation of the students' media.

The student will construct a set of models, using different materials, and compositions.

Week Four:

Pure 3Dimensional abstract configuration.

The latter is a collage/intersection/overlap of the week three productions.

The student will justify his final outcomes through the informative input along the process.

Presentation/Required Tools

Through Week One:

Students will use auditory tools such as:

- Ears
- Recording machine
- Oscilloscope
- Decibel meter

Through Week Two:

Projection Techniques are required:

- Illustration media such as (pencil, Charcoal, Butter paper, Cardboards, etc...)

Through Week Three:

Model making Materials TBA.

Through Week Four:

Model making Materials TBA.

Course Objective/Final Presentation

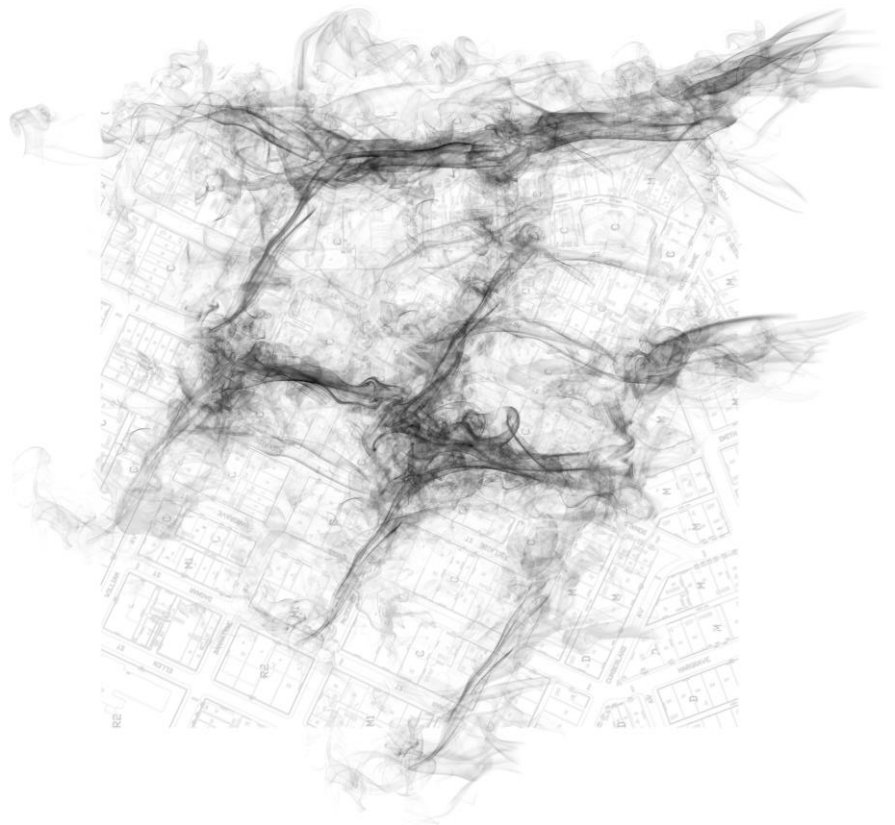
This exercise will intensify student's auditory senses. The notion of observation is leveled on a higher scale of maturity. Students become strongly critical of their environments. Another step towards problem solving thinking, and the need to change.

Presentation Documents:

Printed A1 sheets. (one custom size)

Physical Models.

Portfolio.



Higher concentrations = louder areas. Digital mapping was done using images of clouds, smoke, and ink (in water) chosen due to their xtemporal nature. Sound is ephemeral, so the materials chosen to represent them were also.



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