

GRDSN 211

COURSE LEARNING OUTCOMES (CLOs)

1. Research and collect examples of well designed pieces matching course projects.
2. Create a design.
3. Create a concept for the ad campaign that is the foundation of the advertising message; it answers the question, "What's in it for me?" and promotes the benefit through the creative solution or headline.
4. Indicate the hierarchy of elements.
5. Incorporate the five elements of an ad.
6. Communicate concept / composition using thumbnail sketches.
7. Submit a styleboard for each of your rough designs.
8. Develop roughs.
9. Devise and apply grid systems to visually organize and communicate information by using graph paper, software rulers, column guides, and margins.
10. Create sketches of a product still life that communicate to a photographer.
11. Be productive and use studio (class) time effectively.
12. Assess your work and make appropriate revisions by getting feedback through the account executive, art director and other colleagues.
13. Deliver a digital comprehensive design.

Course outline

In this course, students are required to demonstrate the following competencies at an advanced level of proficiency:

- I. Research and collect examples of...
 - A. well designed pieces matching course projects
 - B. choosing examples that clearly show the graphic design principles in action
 - C. researching color, line, shape, texture, and typography as it is used on the web
 - D. submitting a styleboard for each of your rough designs to show thinking as it relates to the design principles
- II. Create a design that either...
 - A. invites interactivity (ie: is not immediately thrown in the trash)
 - B. makes the receiver of the invite "think"
 - C. makes the person laugh
 - D. shows "intelligence" in the creative approach
 - E. shows artistic, graphical, or typographical control in the design
 - F. through the use of materials and design elements
 - G. shows "wit" (ie: good sense; the ability to make clever remarks in a sharp, amusing way)
- III. Create a concept for the invitation that creates interest in the event and promotes the benefit through the creative solution or headline.
- IV. Create designs that expresses the personality or spirit of the product/message/event through the creative concept, imagery, materials used and typography
- V. Indicate the hierarchy of elements by...
 - A. determining the relative importance of every section of the client's text

- B. choosing a method of emphasis using size, boldness, style, font choice, spacing, alignment, kerning, etc.
- C. indicating the visual weight of elements by careful rendering or varying the stroke weight of lines.

VI. Communicate concept / composition using thumbnail sketches that ...

- A. are quick yet understandable
- B. use ideation techniques such as the "Creative Techniques Listing" or the "Thinking Creatively" textbook
- C. allow yourself to brainstorm and record every whim, even the bad, dumb, overused,
- D. avoid inappropriate or impractical ideas in order to get to a unique idea
- E. are drawn in proportion to the dimensions of the finished piece
- F. convey an entirely separate or different creative concepts, grid systems and layouts
- G. show emphasis, balance, rhythm, unity
- H. show use of Gestalt principles: similarity, proximity, continuation, closure, figure/ground
- I. convey composition, sizing and position
- J. show the relationship between graphic elements
- K. show general shapes of graphic elements

VII. Submit a styleboard for each of your rough designs that...

- A. show thinking as it relates to the design principles
- B. states the objective and your creative strategy
- C. clearly shows an industry example(s)
- D. clearly shows creative usage of typography
- E. clearly shows usage of a minimum of 3 design elements (ie: color, line, shape, texture, value, spatial depth)

VIII. Develop roughs that...

- A. demonstrate effective use typography
- B. demonstrate use of line
- C. demonstrate use of shape
- D. demonstrate use of value
- E. demonstrate use of texture
- F. demonstrate appropriate use of color
- G. demonstrate use of spatial depth

IX. Devise and apply grid systems to visually organize and communicate information by using graph paper, software rulers, column guides, and margins.

X. Be productive and use studio (class) time effectively by...

- A. attending all process class sessions
- B. showing up with research materials
- C. participating in concept development
- D. using class time as an opportunity to get the job done

XI. Assess your work and make appropriate revisions by getting feedback through the account executive, art director and other colleagues.

- XII. Deliver a digital comprehensive design...
- A. that is printed out in grayscale to be marked up
 - B. is trimmed to size (or 90% of size)
 - C. is well crafted and presentable (taped or spray mounted)
 - D. shows visual heirarchy within the body text (usage of book, italics, bold, line / implied line, or shape for type reversal)
 - E. indicates usage of the design elements: line, shape, texture, value, spatial depth
 - F. indicates usage of manual tracking, kerning and leading
 - G. includes logo, return address, and indicia (postage paid)
 - H. mailing address and indicia is in the correct position for fold to be at the bottom for machine handling
 - I. has been spell checked
 - J. is as close to the finished printed piece as possible

XIII. Re-purpose Projects for multiple media, formats and platforms