

due date:
/30



m03 : Form Combination

overview

Students will gain an understanding of how two different forms combine in a way that enhances the meaning of each form individually; visually using letter and image equally. Students will also explore the positive and negative space of each form and how to best balance this space between letter and image while creating their combination.

focus

In addition to the formal considerations mentioned above, you will also be working with content and meaning. Pay close attention to the details of the individual letters, form and scale of line and the overall visual weight of your icon. Remember each decision you make as a designer is meaningful in terms of the impact your design has on the viewer.

process

Research books (*Communication Arts Design Annuals* preferred) in the library for Logos and Lettermarks in legitimate design sources. Photocopy (B&W) five examples that best fit our assignment requirements, cite your sources and staple.

Have an agenda when you make these decisions; what kind of message are you interested in conveying? Working with sketches first and the computer second, refine your letterform combination to the most successful and creative solution possible.

Ask yourself the following questions regarding your visual design decisions:

- » Why have you chosen uppercase or lowercase for your mark?
- » Why have you chosen the specific font you used?
- » Where and how are you repeating existing shapes of the letterform in your completed mark?
- » Is your mark a letter with object added to it, or an object with a letter added to it? Ideally it is the perfect visual combination of letter and object, which can visually switch in the viewers mind (perceptually equal).

specifications

Choose an existing typographic letterform for this project, which you will transform into an original icon. Visually the letter and image should be equal, the viewer will perceive either the letter or the image the same. Creativity counts!

- » Use your knowledge of *Adobe Illustrator* and use of the *Point & Path (Pathfinder)* tools
- » The subject of the icon will start with the same letter as the symbol/letterform, for example J=Joker, I=ink and so forth.
- » *Ornamental* typefaces are NOT allowed for this project
- » NO *Butterflies, Mountains, Snakes* or *Zippers* allowed.

size & color

- » Visually center your icon, no larger than 4" x 4", on a 6" x 6 high quality paper (artboard).
- » Mount your print on black matte board with a 2" border on the top, left and right. Include and extra .25" on the bottom margin for a total of 2.25". Please see the visual example in the online gallery.
- » Students will turn in the *Adobe Illustrator* file and .png

The final print will be black and white only, no grey scale. Include a tracing paper cover with your name clearly printed on the back of the project. Distorted type and Pixelated images will automatically drop one letter grade (10%)

suggestions

Your subject matter must exist and be tangible. Additionally, your subject can not have an existing mark. One suggestion is to explore elements (fire, water, earth, air, etc.)

Be able to answer why you chose to use a serif or san serif. Ask yourself what characteristics of the object identify your subject for the viewer and how did you emphasize that characteristic in your design.

resources:

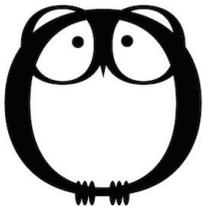
<http://shape.method.ac/>



E. Le



S. Deats



R. Herrera



C. Gomez

NOTE: This assignment, specifications, gallery and its accompanying weekly schedule are subject to change according to the pedagogical objectives of the class as determined by the instructor.

due date:

Name:

Class **M · T · W · R · F** ampm



m03 : Form Combination evaluation sheet

grade scale & percent 100% / 30 pts

>A	A-	B+	B	B-	C+	C	C-	D+	D	D-	<F
96%	90	87	84	80	77	74	70	67	64	60	<59%

					concept / content 10% / 3 pts
2.9	2.5	2.2	1.9	1.8	Creativity: Student's idea (concept) as a whole, the IDEA or invention. Is it an original approach or borrowed (visually derivative). Clear visual and verbal (and /or written) articulated idea/meaning by student.
					effectiveness of communication 25% / 7.5 pts
2.9	2.5	2.2	1.9	1.8	10% / 3 pts = Critique: Verbal participation in classmates evaluation and presentation of individual's work (including craft), articulate use of vocabulary. Comments show understanding and comprehension of given problem and solution.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = Visual Communication: Appropriate visual solutions for given problem Students successfully communicated idea (concept) with their visual solutions for the project. Successful balance of existing type form and image; integrated and balanced <i>type + image</i> .
					visuals / imagery 40% / 12 pts (10% / 3 pts each)
2.9	2.5	2.2	1.9	1.8	Aesthetics: Quality and complexity of images created by student for the project; construction of meaningful images. Are the images original or copied from an existing style/source?
2.9	2.5	2.2	1.9	1.8	Hierarchy: Appropriate and successful application of visual sequence; focal point...1, 2, 3
2.9	2.5	2.2	1.9	1.8	Typography: Appropriate and successful application of type; in conjunction with word chosen.
2.9	2.5	2.2	1.9	1.8	Composition: Successful use of <i>Principles & Elements of Design</i> and <i>Gestalt</i> ; visual relationship of all parts as a <i>whole</i> .
					technical / digital literacy 15% / 4.5 pts
4.3	3.8	3.3	2.9	2.7	Media Literacy: Students will demonstrate the required construction and output of their digital files. Shows understanding and quality of process; correct output and processes. This is specific to each medium and/or program used. Logical, appropriate and clear organization of layers, folders, digital file. This includes digital craftsmanship.
					minimum requirements / specifications 10% / 3 pts
+3	<input type="checkbox"/>	+1.5	<input type="checkbox"/>		Physical & Craft: correct print size, number of colors, cover sheet, name tag, mounting requirements, etc. This includes and is not limited to NAMING YOUR DIGITAL FILE CORRECTLY.
		-3	<input type="checkbox"/>		Pixelated images: -10%
		-3	<input type="checkbox"/>		Distorted type: -10%
		-3	<input type="checkbox"/>		Late: -10% (Excused)
		-7.5	<input type="checkbox"/>		Late: -25% (Unexcused)
			<input type="checkbox"/>		Incomplete; does not meet minimum requirements

Letter Grade	Definition
A	Student work demonstrates consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; exceptional reliability in attendance and attention to assignments.
B	Student work demonstrates superior scholastic performance overall, above average knowledge of subject matter, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student.
C	Student work demonstrates satisfactory performance overall, as well as reliable knowledge of subject matter, and attention to assignments. All minimum assignment requirements have been met by the student.
D	Student work demonstrates minimal, barely passing performance and comprehension overall; limited knowledge of subject matter.
F	Student work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing. (Often times this student will miss many class sessions.)

due date:



m04 : Expressive Word

overview

Students will focus on the composition of type and their expressive placement (visual communication of the individual words meaning) within a square. Students will complete a minimum of 3 and maximum of 5 separate layouts.

focus

- » **communication** [kə'myoʊnəkə sh əŋ] the successful conveying or sharing of ideas and feelings
- » **legible** ['leɪjəbəl] (of handwriting) clear enough to read
- » **readable** [rɛdəbəl] (text or image) able to be read or deciphered

Five major principles of design: Balance, Proportion, Sequence, Unity and Emphasis. Using the elements of design reinforce design principles and choices made throughout your layout. Students will focus on creating illustrations of words that are not only *legible* but also *communicate* the meaning of the word.

specifications

The layout will be designed in Adobe Illustrator. Overall composition is important in relationship to the frame (square format) and the meaning of the word. Pay attention to how and where you place the letterforms. Placement can play a very important role in the overall communication of the word itself. Ask yourself how does the meaning of the word feel? If it were a type of music or food, what would it be? If it were a person, how would it act?

Requirements for the layout:

- » Each layout frame will be defined by a .5 pt black outline and will measure 4"w x 4"h.
- » Center two frames on each 8.5" x 11" laser print, staple your pages together; with the evaluation sheet on top.
- » Typeface choices will be limited in this assignment to the following five: Bodoni, Helvetica, Times Roman, Century, and Futura.
- » Please identify each typeface used, outside of the frame in 10 pt. type.
- » Refine exploration prior to final printing, multiple directions (different ideas/concepts)
- » A minimum of two words will be chosen from the following list; this list was derived from the film *Helvetica*.
caffeinated, cocky, daydream, extramarital, greyhound, hummingbird, jet-set, rocket-car, sunshine, tailwind, third date, veto, and explosive.
- » Only one typeface is allowed for each word. All letters from the word must be represented at least once.
- » Students will demonstrate media literacy with the required construction and output of their digital files.

You can manually alter the proportion and position of individual letterforms as necessary. You can NOT skew, distort or pillage your letterforms and typeface in any way. Don't forget to use negative space; negative space is not negative. Remember you can create implied line and visual direction through the relationship of individual shapes and the layout frame.

size & color

- » Each layout frame will be defined by a .5 pt black outline and will measure 4"w x 4"h. Center two frames on each 8.5" x 11" laser print.
- » Black and White only.
- » Distorted type and Pixelated images will automatically drop one letter grade (10%)

suggestions

Organize the information and map out the visual path for the viewer; Think 1, 2, 3... sequence, how can you utilize the elements of design to control where and what the viewer sees. Pay attention to what details speak to you. How is the most effective way to illustrate the meaning of the text?

- » **AIGA Herb Lubalin link:**
<http://www.aiga.org/content.cfm/medalist-herblubalin>

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Families
A READER'S DIGEST PUBLICATION

MARRIAGE

*Herb Lubalin
Families logo was designed in 1980
and Marriage in 1965.*

Bodoni, Helvetica,
Times Roman,
Century, and Futura.
-Massimo Vignelli

MOTHER
CHILD

*Herb Lubalin and Tom Carnase, 1965
Mother & Child was a logo for
a magazine that has never
been published.*

due date:

Name:

Class **M · T · W · R · F** ampm



m04 : Expressive Word evaluation sheet
grade scale & percent 100% / 30 pts

>A	A-	B+	B	B-	C+	C	C-	D+	D	D-	<F
96%	90	87	84	80	77	74	70	67	64	60	<59%

					concept / content 10% / 3 pts
2.9	2.5	2.2	1.9	1.8	Creativity: Student's idea (concept) as a whole, the IDEA or invention. Is it an original approach or borrowed (visually derivative).
					effectiveness of communication 25% / 7.5 pts
2.9	2.5	2.2	1.9	1.8	10% / 3 pts = Critique: Verbal participation in classmates evaluation and presentation of individual's work, articulate use of vocabulary. Comments show understanding and comprehension of given problem and solution.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = Visual Communication: Appropriate visual solutions for meaning of individual word. Students successfully communicated idea (concept) with their visual solutions for the project. Clear visual and verbal (and /or written) articulated idea/meaning by student.
					visuals / imagery 40% / 12 pts (10% / 3 pts each)
2.9	2.5	2.2	1.9	1.8	Aesthetics: Quality and complexity of images created by student for the project; construction of meaningful images. Are the images original or copied from an existing style/source? Design unity.
2.9	2.5	2.2	1.9	1.8	Hierarchy: Appropriate and successful application of visual sequence; focal point...1, 2, 3
2.9	2.5	2.2	1.9	1.8	Typography: Appropriate and successful application of type; alone or in tandem/conjunction with images.
2.9	2.5	2.2	1.9	1.8	Composition: Successful use of Principles & Elements of Design; visual relationship of all parts as a whole.
					technical / digital literacy 15% / 4.5 pts
4.3	3.8	3.3	2.9	2.7	Media Literacy: Students will demonstrate the required construction and output of their digital files. Shows understanding and quality of process; correct output and processes. This is specific to each medium and/or program used. Logical, appropriate and clear organization of layers, folders and digital file (digital craftsmanship). This also includes ALL file Assets <input type="checkbox"/> Y <input type="checkbox"/> N : CMYK color space; images correctly match color space of document.
					minimum requirements / specifications 10% / 3 pts
	+3	<input type="checkbox"/>	+1.5	<input type="checkbox"/>	Physical & Craft: Overall quality of physical presentation. Minimum assignment requirements, correct print size, number of colors, cover sheet, name tag, mounting requirements, etc. This includes and is not limited to <i>NAMING YOUR DIGITAL FILE CORRECTLY</i> .
			-3	<input type="checkbox"/>	Pixelated images: -10%
			-3	<input type="checkbox"/>	Distorted type: -10%
			-3	<input type="checkbox"/>	Late: -10% (Excused)
			-7.5	<input type="checkbox"/>	Late: -25% (Unexcused)
				<input type="checkbox"/>	Incomplete; does not meet minimum requirements
Letter Grade	Definition				
A	Student work demonstrates consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; exceptional reliability in attendance and attention to assignments.				
B	Student work demonstrates superior scholastic performance overall, above average knowledge of subject matter, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student.				
C	Student work demonstrates satisfactory performance overall, as well as reliable knowledge of subject matter, and attention to assignments. All minimum assignment requirements have been met by the student.				
D	Student work demonstrates minimal, barely passing performance and comprehension overall; limited knowledge of subject matter.				
F	Student work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing. (Often times this student will miss many class sessions.)				



m05 : TypeFace

Typface |t'ip,fās|

The specific design of an alphabet's characters including upper and lowercase letters, numerals, symbols, alternate characters, and punctuation in all available sizes.

overview

Applying Gestalt principles students will create a self portrait while focusing on abstracting the placement of type in a single layout to create their image. Pay close attention to positive space (letterform) and the negative space (counter space) and how you utilize the existing shapes to help illustrate your portrait. Student's are limited to one typeface (see choices below to left), and the letters of their own name.

focus

Students will focus on creating illusionary space, visual direction and rhythm while using optical weight. Pay close attention to the letterform and how you utilize its shape to help illustrate your portrait.

process

- » Refine exploration to 3 PENCIL roughs prior to digital version, multiple directions (different ideas/ concepts and typefaces) using your letterforms.
- » Pencil roughs can be drawn on tracing paper and will measure 4"x4" each.

specifications

The layout will be designed digitally using Adobe Illustrator. Overall composition is important, pay attention to how and where you place the shapes (letterforms).

Requirements for the layout:

- » The student is limited to one typeface, and the letters of their own name.
For example: *David Overstreet* would comprise the letters and then *Bodoni Italic* could be the face.
- » Include your name and the typeface chosen on the assignment label.
- » Strive to create readable letterforms, positive use of negative space, and varying proportions.
- » Avoid areas of heavy concentration, which creates areas of value, that do not utilize the form of the existing letter successfully.
- » No numerals are allowed and students may not use more than three parentheses.
- » Frame your square with a black hairline (.25 pt/hairline). Visually balance your portrait inside the square while creating a dynamic composition.
- » Students will demonstrate media literacy with the required construction and output of their digital files.

You can manually alter the proportion (any size) and position (rotated baseline) of individual letterforms as necessary. You can NOT skew, distort, cut or pillage your letterforms and typeface in any way. Make sure you activate and utilize the entire space. Be sure to use negative space; negative space is not negative. Consciously use the overall shapes (whole form) of the individual letterforms, including the counter spaces. Remember to avoid stacking letterforms of equal or unequal proportion to create line. Use the entire letterform at different (multiple) proportions; show that you understand how the form creates overall shape and line without literally connecting all letterforms. Use limited concentration.

Please see assignment evaluation sheet, on the next page, for the specific process for grading.

size & color

Final will be one page 8"w x 8"h. The black matte (border) around your 8 x 8" portrait will be 1.5" on the top, left and right; the bottom will have a border of 1.75". Black and White only.

Please use a high quality paper so the matte board color does not show through and dull the crisp white of your paper and the contrast of your letterforms.

All parts need to be included for presentation, including tracing paper cover and name tag and digital files.

- » Distorted type and Pixelated images will automatically drop one letter grade (10%)

suggestions

It is a good idea to use an existing picture underneath your illustration as a guide. Set your picture to approximately 30% opacity and lock it in place.

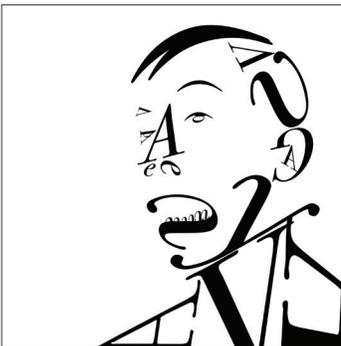
Try to find inspiration in the student examples online and the following links, which can also be found on the class page.

- » **Bembo's Zoo**, <http://www.bemboszoo.com/Bembo.swf>

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McKinney, T.



Vang, Y.

Bodoni, Helvetica,
Times Roman,
Century,
and Futura.

-Massimo Vignelli

due date:

Name:

Class **M · T · W · R · F** ampm



m05 : TypeFace evaluation sheet

grade scale & percent 30 pts / 100%

>A	A-	B+	B	B-	C+	C	C-	D+	D	D-	<F
96%	90	87	84	80	77	74	70	67	64	60	<59%

					concept / content 10% / 3 pts
2.9	2.5	2.2	1.9	1.8	Creativity: (Overall success) Overall level of expression / feeling / mood created by student. Visually created illusionary space and use of letterforms at varying proportions.
					effectiveness of communication 25% / 7.5 pts
2.9	2.5	2.2	1.9	1.8	10% / 3 pts = Critique: Verbal participation in classmates evaluation and presentation of individual's work, articulate use of vocabulary. Comments show understanding and comprehension of given problem and solution.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = Visual Communication: Appropriate visual solutions for given problem Students successfully communicated idea (concept) with their visual solutions for the project. Positive use of negative space (ground), and varying proportions. <i>Avoided areas of heavy concentration which create value or a fill and stacking letterforms that create a real line.</i>
					visuals / imagery 40% / 12 pts (10% / 3 pts each)
2.9	2.5	2.2	1.9	1.8	Aesthetics: Quality and complexity of images created by student for the project.
2.9	2.5	2.2	1.9	1.8	Hierarchy: Appropriate and successful application of visual sequence; focal point...1, 2, 3. Letterforms are readable, identifying <i>language</i> is secondary to image as a whole.
2.9	2.5	2.2	1.9	1.8	Typography: Appropriate and successful understanding of application of type; use the overall shapes (whole form) of the individual letterforms, including the counter spaces.
2.9	2.5	2.2	1.9	1.8	Composition: Successful use of Principles & Elements of Design; visual relationship of all parts as a <i>whole</i> . Dynamic placement within the frame. Successful use of Gestalt Principles ; whole is greater than the individual parts.
					technical / digital literacy 15% / 4.5 pts
4.3	3.8	3.3	2.9	2.7	Media Literacy: Students will demonstrate the required construction and output of their digital files. Shows understanding and quality of process; correct output and processes. This is specific to each medium and/or program used. Logical, appropriate and clear organization of layers, folders, digital file. This includes digital craftsmanship.
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