

GRAPHIC DESIGN one

project one: visual vocabulary

GD 200.02
Brockett Horne
bhorne@mica.edu
773 354 5095
W 8:30am - 2pm
Brown 304

objectives

Create a diverse visual vocabulary.
Encourage formal experimentation.
Develop skills in making meaning from visual form.
Develop ideation skills.

August 29

- 1.1 In class and in your sketchbook, write a brief definition for **vocabulary**.
- 1.2 In class, slideshow of
design elements: line / type / shape / texture and
design principles: balance / contrast / composition / color
- 1.3 For homework, choose one of the words below and employ the principles of design to visually communicate its meaning. Your visual interpretation should consist only of typography. Create (at least) twenty studies for two different words. Look up the definition of the words and create (at least) ten more studies: two words, thirty studies each = 60 sketches total.

align / balance / broken / crop / edge / fold / frame / grow / layer / link / merge / order / point / pop / shake / spine / spring / sprint / toggle / veer / witness

Your sketches should be presented in 4 x 4 squares and could be created by hand, or on computer. Ideally, you could work both ways and strengthen your weaker way of working. Present sketches in your 3-ring process binder.

- 1.4 In class, optional, participate in the Adobe Illustrator basics demonstration. Create grids for sketches: four 4 x 4 squares.

September 5

- 1.5 In-class slideshow: denotation and connotation
- 1.6 In class, review sketches in small groups and identify strong directions, choose two to further refine.
- 1.7 Prepare **two** best solutions for presentation by printing or drawing precisely on high-quality, über-opaque white paper, 6 x 6 inches, mounted to 8 x 8-inch black board, as noted at left. Write your name in pencil on the back.

September 12

8:30am review final solutions

