

Exercise 01

Words on the Street / Signs of Equality / Type anatomy

Objectives

- Discover the variety and formal qualities of a typographic message.
- Develop an awareness to typographic forms in the landscape.
- Research typeface design and visual language.
- Explore the expressive qualities of different type families.
- Discover typographic solutions to designing a simple message.
- Learn how to design a word using found typographic form.

Materials

- digital camera
- digital storage system and organization
- laser prints
- oversized xerox prints

Design a message that will inform, persuade, promote, educate an audience. Present in typographic form a short word or message about equality, freedom and justice for all in letters that you find in the urban landscape.

You will construct a one word or short phrase in typographic form only. The composition will be designed with found typographic form. This includes letters, or typography that you see on the streets or in a designed environment that is not the internet.

The exercise includes a group field trip to the Nebraska State Capitol to observe the designed world and hunt for visual communications in typographic form that can express equality, freedom and justice for all.

Gather letter forms by photographing individual letters or words. Collecting the entire alphabet will help you create a word or phrase out of found typography with ease. It is required that you gather at least one character and punctuations from the western alphabet in your image collection process.

You will use the found typography from the field trip and walking tour. You may supplement your library of typographic specimens with images you take outside of the tour, but the design should be primarily constructed from the typography you find on our walking tour.

Design, or type set, a visual communication in typographic form that translates an idea or concept you have about freedom and equality. The final solution will be black text on white background only. The typographic message will be printed out on 11 X 17 tabloid size paper and prepared for enlargement.

Large format prints will be made for the installation in Richards Hall during the Design + Social Justice Symposium.

Save your images to:

<https://unl.box.com/s/2xoeta94els7bot8jhuagjexl91715rt>

Please wait to upload until we review the process on Tuesday.

Rules for Typographic Solution

Found typography converted to black and white. White background.

Strive for 100% black typography only – avoid shades of gray

Sketch some ideas for combining letters to make words.

Push yourself to make at least 25 iterations as you will need to include these in your process book.

Methodology

1. Print out a selection of letters that you can form your message with.

Print them out in black and white in a size that will fit the 11" X 17" format.

2. Begin by cutting and pasting letters together visually and experiment with visual continuity and cohesiveness.

3. Find a solution in the cutting and pasting process. *hint: print out a few different sizes of each letter so that you can manipulate the scale of the forms.

4. Strive for a beautiful combination of letters to design an engaging message.

5. Export the document as pdf for submission for grade.

5. Scan the final solution. Adjust for print.

7. Print it out on 11 X 17 for Tuesday's review.

name _____

Exercise 01

Words on the Street / Signs of Equality / Type anatomy evaluation

Stayed current with daily requirements and displayed evidence of time investment. You understood the goals of the exercise and addressed them; and have crafted successful resolutions to the design problem assigned. Your solutions to the project exceeded the expectations of the project's tasks. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.

1 2 3 4 5

Displayed the ability to make positive independent decisions and listened to and comprehended verbal and written suggestions. Your personal investment in the project was evident and it is clear that you were aware of your intentions.

1 2 3 4 5

Demonstrated fluency with typography as a tool for cultural representation. You developed an understanding of the various processes that effect typographic communications. Developed an awareness to typographic forms in the landscape.

1 2 3 4 5

Demonstrated skill using typography as a component of visual communication through submission of design process documentation and final project work. Explored the expressive qualities of different type families. Discovered typographic solutions to designing a simple typographic message.

1 2 3 4 5

Actively participated in critiques with thoughtful and intelligent comments, justified your thinking and suggested ideas to others. Accepted constructive criticism, suggestions and ideas openly from both the instructor and classmates.

1 2 3 4 5

total _____ / 25 = _____

100 - 90% A 89 - 80% B 79 - 70% C 69 - 60% D

My standards and expectations are high. The discipline of design is very rigorous and competitive. This course and its instructor are reflections of this. With regard to letter grades: The grade of "C" is satisfactory. It is not poor performance. If a student receives this grade they have put forth a reasonable amount of effort and attained acceptable [average] results.

A "B" grade shows the student has pushed beyond the average; they have understood the needs of the project and addressed them; they have employed their learning and have crafted successful resolutions to the design problems assigned. Students receiving a "B" have reached a level which clearly exceeds "competency"

The "A" is reserved for students who have attained excellence. They have, in fact, exceeded the expectations of the project's tasks put before them. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.