

Project 04

Identity / Logotype evaluation

Stayed current with daily requirements and displayed evidence of time investment. You understood the goals of the exercise and addressed them by crafting successful resolutions to the design problem assigned.

1 2 3 4 5 6 7 8 9 10

Maintained focus throughout the investigation. Displayed clear logical thinking and sequencing. Managed to avoid last minute design, concept, planning, preparation and decisions. Displayed the ability to make positive independent decisions and listened to and comprehended verbal and written suggestions.

1 2 3 4 5 6 7 8 9 10

Your personal investment in the project was evident and it is clear that you were aware of your intentions. Your solutions to the project exceeded the expectations of the project's tasks.

1 2 3 4 5 6 7 8 9 10

Actively participated in the project with thoughtful and intelligent comments, justified your thinking and suggested ideas to others. You were prepared for reviews and accepted constructive criticism, suggestions and ideas openly from both the instructor and classmates.

1 2 3 4 5 6 7 8 9 10

Demonstrated fluency with typography as a tool for cultural representation; in particular, the processes through which typography represents the identity values of its producers and users.

1 2 3 4 5 6 7 8 9 10

You developed skill in creating a typographic lockup for a personal name card. You developed an understanding of the various processes that effect typographic communications and how it relates to identity.

1 2 3 4 5 6 7 8 9 10

Demonstrated skill using typography as a component of visual communication, through submission of design process documentation and final project work. Further studied the basic anatomy of letter forms and selected a typeface that effectively represented your identity.

1 2 3 4 5 6 7 8 9 10

Learn to use Illustrator to create a typographic lock up, place it in InDesign and output artwork for a commercial printer. [crop marks] Developed your craft in cutting, gluing and mocking up 2D printed name cards.

1 2 3 4 5 6 7 8 9 10

Developed an understanding of the following: type identification / classification, letter form anatomy typographic syntax, typographic resonance, typographic hierarchy, typographic space.

1 2 3 4 5 6 7 8 9 10

Produced typographic solutions and successfully designed a personal name card. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.

1 2 3 4 5 6 7 8 9 10

total _____ / 100 = _____

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.