

Exercise 04

Canned Typography [25 pts.]

Objectives

Develop skill in creating a label for a 3D object [can of food]

Learn the basic anatomy of letter forms. Further research type as shape.

Demonstrate an understanding of typography by creating your own food label.

Explore the expressive qualities of different type variations and visualize how the reading path of a food label is constructed.

Discover visual solutions in which typography can be used to make an attractive and artfully designed can of food.

Develop a sensitivity for shape, proportion, weight, balance, hierarchy, structure and beauty in letter forms.

Learn to use Illustrator to create a document and print it with crop marks.

Develop your craft in cutting, gluing and mocking up 3D objects [can of food]



Materials

X-acto knife + cutting mat, straight edge
removable tape, glue stick
can of food

Materials

Carefully take the label off of your can and measure it.

Using Illustrator, create an Art board the size of the food label.

Select 1 typeface from the list on Project 02.

Use black type on white background only. No shades of gray or black shapes are to be used. Black type with explorations of letterspacing and line spacing only.

Consider overlapping and grouping of bodies of text. Design the white space.

Recreate the food label, rethinking how it is read and how the information on the can is represented. Do not include the entire Nutrition Facts section. You may select highlights or details from this to celebrate or point out but you do not have to typeset the entire chart.

Be innovative, EXPERIMENT. Be creative and explore unique ways to label your can of food. **Consider reinventing the reading convention of the food label.**

Create several iterations and select the best option to place on your can.

Print the label with crop marks, trim it out and glue it back on the can of food.

Turn in your new can of food for collection at the end of class.

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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.

1 2 3 4 5

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

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. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.

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. Developed skill in creating a label for a 3D object [can of food] Learn to use Illustrator to create a document and print it with crop marks. Developed your craft in cutting, gluing and mocking up 3D objects [can of food]

1 2 3 4 5

Explore the expressive qualities of different type variations and visualized how the reading path of a food label is constructed. Discovered visual solution in which typography can be used to make an attractive and artfully designed can of food.

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.