

Exercise 02

Type as Shape / Typographic Joinery

Objectives / Part 01

Learn the basic anatomy of letter forms.

Research type as shape.

Explore the expressive qualities of different type families.

Discover visual solutions in which two characters can be combined to form a new abstract symbol or monogram.

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

Learn to use the pen tool to create vector graphics using Adobe Illustrator

Materials

X-acto knife + cutting mat

straight edge

removable tape \ glue stick

Prepare for this exercise by completing the readings assigned on 01.15

Select 2 letters of the alphabet that you find interesting as form. The letters can be upper case or lower case, italic, bold, condensed, extended, etc.

Using InDesign, set your two letters as large as possible to fit 2 per page,

Select 10 different typefaces from the list on your Study Terms to use as typefaces. Label each sheet so you can remember the typeface family represented.

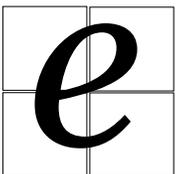
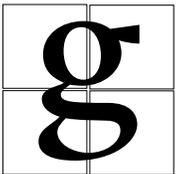
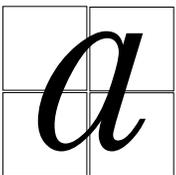
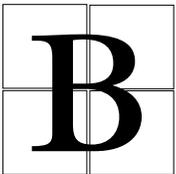
Cut a 3" X 3" window in the center of a blank letter size sheet of paper.

Use the window as a view finder to discover and isolate the most interesting parts of your letter forms. Try to name the parts of the letters as you are viewing their forms.

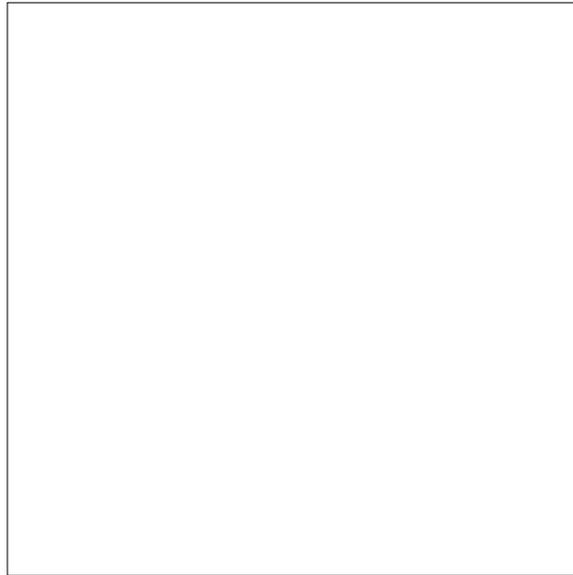
Cut out 12 details (3" X 3" squares) and arrange them in compositions of 4 [6" X 6"], for a total of 3 compositions. Do not try to draw or make recognizable shapes, they don't have to be symmetrical, they don't have to be continuous. Think about contrast and balance.

Glue the letter form arrangements down on 8.5" X 11" paper. Label each composition on the back with the typefaces used in that composition.

Select the best solution and create a vector graphic of the image using Adobe Illustrator.



Exercise 02
Viewfinder



name _____

Exercise 02

Type as Shape 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. Interest, enthusiasm, energy, and passion for design and the learning process have been displayed. 1 2 3 4 5

You developed an understanding of the various processes that effect typographic communications and have an understanding of the basic anatomy of letterforms. Explored the expressive qualities of different type families. Developed a sensitivity for shape, proportion, weight, balance and beauty in letterforms. 1 2 3 4 5

Demonstrated skill using typography as a component of visual communicationn. 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.