

DESIGN MEDIA LAB I

Fall 2011

SYLLABUS

Design Media I

42540

Art 115 - 02

University of San Francisco

Art + Architecture

Tuesdays 4:00 pm - 6:45 pm

XARTS 005

Stacy Asher

Adjunct Professor

telephone 415 312 7810

sjasher@usfca.edu

Office Hours:

Tuesdays 6:45–7:45 p.m.

XARTS 006

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This course will introduce students to the use of the computer as a tool for design process and production. Course work will focus on guided demonstrations and independent project work, with an emphasis on building students' technical and conceptual fluency with digital media. To successfully complete this course, students will be expected to demonstrate mastery of the Apple/Mac OS operating system and comprehensive understanding of the Adobe Creative Suite used by designers to print and manipulate photographs (Photoshop CS5), set typography and create typographic grid systems (InDesign CS5), and create complex vector-based artwork (Illustrator CS5). This course will be divided into 4 distinct sections. Each section will consist of a demonstration and an individual project. Due to the nature of this course, you will be given grades for both participation and your project work.

Section 1: Introduction to the XARTS Computer Lab, OSX and Adobe CS5 Suite.

Section 2: Adobe Photoshop CS5

Section 3: Adobe Illustrator CS5

Section 4: Adobe InDesign CS5

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Learning Outcomes

1. Establish comprehensive understanding of the Macintosh OS operating system, through successful completion of individual project exercises and longer-term project work.
2. Demonstrate functional fluency with the Adobe Photoshop application, with an emphasis on image exposure, color adjustment, image manipulation and image file standards, through successful completion of individual project exercises and longer-term project work.
3. Demonstrate functional fluency with the Adobe InDesign application, with an emphasis on typesetting (including style sheets), publication construction (including master pages), and print production, through successful completion of individual project exercises and longer-term project work.
4. Demonstrate functional fluency with the Adobe Illustrator application, with an emphasis on the construction of complex, vector-based drawings, through successful completion of individual project exercises and longer-term project work.

Basic Computing Skills for Mac OS

File set up on XARTS computers
File formats (psd, ai, indd, pdf, jpg, tiff, gif, eps)
File management (folders, saving, naming, backing up)
System preferences: dock, spotlight, sound, keyboard, mouse
Display preferences: ratios, resolutions, calibration
Keyboard view
File ownerships and permissions
How to burn disks
Using Font Book – how to find and install fonts
Resolution sizes for web and for print
Vectors vs. pixels (how and when you would use each)
RGB vs. CMYK, Color vs. Grey scale
Building and using color swatches (spot colors, CMYK values)

Capturing Images

scanning (including resolution and how to save files)
importing digital photos (including good camera settings)

Outputting work

How to print on the lab printers & their settings (b&w, color; 8.5"x11" and 11"x 17")
Printing pixel based work vs. vector based work (scaling)
Difference between glossy & matte, photo & regular paper

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How to trim print outs with an X-acto knife, straight edge, and cutting mat

The Adobe Suite Basics

reading and interpreting menus

Menu structure, menu groups, keyboard shortcuts

basic differences between Photoshop, Illustrator, InDesign

how to move an image from one program to another

how to find answers to things you don't know how to do, (help menu

& online resources)

layers

exporting files

transparency and opacity

grids and guides

Photoshop Skills

How to set up a document (page size, resolution, bleeds/ crops)

layers

canvas size vs. image size

how to insert an image into your PSD file

drawing tools: pencil, paintbrush, custom shapes

selection tools: marquee, lasso, magic wand, quick mask

text: inserting, modifying, rasterizing (emphasis on raster-based)

transform: free transform, scale, skew, perspective

clone stamp tool

dodge & burn tools

image adjustments: color, contrast, hue, etc.

levels (understanding black, 50% grey, and white values)

understanding channels

filters (when and why to use them)

layer styles (stroke, fill, drop shadow, bevel emboss, etc.)

pattern tool

how to make your own pattern and paint brush

gradient, paint bucket, fill

Creating masks and saving masks for export

History window

Actions (using actions to edit multiples)

Illustrator Skills

Vectors (what they are and why you use them)

Understanding the Art Board

File set up

Creating complex drawings using mathematical coordinates

How to use the pen tool

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Understanding paths and path structure
Typing on a path and in an object
Aligning objects
Drawing tools: brush, pencil, spray can
How to save images (for web, for print)

In Design Skills

Document set up (for single page and booklet)
Master pages
Typographic settings (leading, kerning, point size, etc.)
How to import and scale images
How to insert and manipulate text
Fill and stroke
Making text flow across multiple pages
Paragraph and paragraph styles
Character styles
Print Booklet
Wrapping text around objects
Color issues / options / RGB and CMYK
Linking images
Correct DPI of images for print, web and interactive
Aligning objects
How to export a PDF

There is no required textbook for this course. Readings and handouts will be given when applicable.

SUPPLIES AND MATERIALS

sketchbook
jump drive [4 GB minimum]
black 3 ring binder for process
DVD-R's for backing up files
pencils for sketching
sharpies [various sizes]
X-acto knife and blades
straight edge / metal ruler
miscellaneous painting and drawing tools (as needed)
push pins

A small digital camera will also be useful. If you don't have one, there are a few cameras that belong to the Art + Architecture Department on loan from the Media Kiosk in Cowell Hall.

Media Studies Equipment Desk: 415-422-6949 / medialabl@usfca.edu / Cowell G12

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In each course within the expanded Design Program, and average amount of work, participation, and progress at the level expected of a college student will earn a "C" grade. "A" and "B" grades will be awarded to those students whose effort or improvement reaches levels above average. Semester grades will incorporate a variety of factors, notably conceptual development, engagement with design process, quality of presentation, attendance, effort, and level of interest and participation in class.

For Design Media Lab I, the grading breakdown is as follows:

Section 1: OSX & LAB OVERVIEW

10% of Final Grade

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Section 2: PHOTOSHOP

30% of Final Grade

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Section 3: ILLUSTRATOR

30% of Final Grade

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Section 4: INDESIGN

30% of Final Grade

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

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Each student will be allowed one absence. Two absences will lower students final grade by an entire grade. Three absences will result in an unconditional failing grade for the course. You are tardy if you arrive 10 minutes after class has begun; two such late arrivals will equal one absence. If you are more than 10 minutes late for any project critique or presentation, you will be asked to leave their work and will be given an absence for that day. Field trips, outside lectures, and any other special events that take place outside of the classroom during class time will also count towards final attendance.

Students will observe and respect the university's policy regarding plagiarism as noted in the college's Academic Honesty Policy. As this policy stipulates, all writing submitted for this course, whether in 'draft' form or final form, must not represent the words or ideas of another person without reference or citation. All writing projects for this course, including research papers, annotated bibliographies, and project text must be submitted to the Turnitin website as requested by the professor. Any student who violates plagiarism standards or any other Academic Integrity standards can expect to receive a failing grade for the project and the course.

A large percentage of class time will be spent in guided discussion as lectures, demonstrations, presentations and critiques. You should therefore expect that this course will follow a 'hybrid' lecture/studio format, and that the majority of individual project work will develop outside of class. Since class time is limited, students who are found to be working on other projects, using the internet for something other than class assignments will be warned. If you are found in breach of this again, you will be asked to leave and given an absence for the class. Texting and emailing will not be allowed during class time. Period. If you need to utilize research facilities on campus, you will need consent.

All projects will deal directly with each section of the course. Projects are designed to give you the practice and time to learn the programs outside of the demonstrations in class. Each section will have multiple demonstrations showing students the key aspects of each program. Additionally, students are required to complete multiple tutorials for each program.

PROJECTS

Project 1: OSX & LAB OVERVIEW

Students will familiarize themselves with the Mac Operating System and lab assets by customizing their desktop, creating organized file structure, scanning images, taking screen captures, utilizing Adobe Acrobat, Adobe Bridge, Version Cue, and creating multiple page PDF's. This project will be turned in electronically in the form of a PDF into the Professor's Drop Box.

Project 2: PHOTOSHOP

Students will be creating 3 unique compositions which will demonstrate their knowledge of Adobe Photoshop CS5. These compositions will require students to compose ideas, take photographs, use scans from Project 1, and utilize key aspects of Photoshop in order to take their ideas and turn them into a finished file. Finished layered Photoshop files will be turned in electronically into the Instructor's Drop Box.

Project 3: ILLUSTRATOR

Students will be creating 4 logos and one animated character or illustration. All files will be press ready graphics which will demonstrate their knowledge of Adobe Illustrator CS5. All final files will be printed as laser and ink jet prints and turned in both electronically as .AI files to the Professor's Drop Box and finished prints for class review.

Project 4: INDESIGN

Students will be creating and designing a 16 page Booklet or magazine (printed) which will serve to acquaint them with Adobe InDesign CS5 as well as utilizing the Lab's printers to create a final physical proof of their booklet. This project will be turned in electronically to the Professor's Drop Box as well as a final printed booklet will be due on the last day of class. A detailed project description will be handed out on the first day of each new section. All projects are due one hour before the end of class (See calendar, next page).

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Student Commitment

Course Structure + General Policies

Having read the Course Structure + General Policies statement, you are now aware of the importance of responsible attendance, class preparation, etc. Please complete the information on the following page and sign, acknowledging that you fully understand what you have read.

Signature _____

Date _____ 2011

Name _____

Tel _____

email _____

What do you expect to achieve from this course?

What are your design strengths? Please list applications you are knowledgeable in, ie. Photoshop, Illustrator, etc.

What are your personal strengths? [outside of the field of art/design]

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Date _____

Course Attendance

Tahmina Asir _____

Eric T. Bernzweig _____

Stevie Calderon _____

Andrea Chavez _____

Elijah Darcy _____

Haley Dixon _____

Julia Garcia _____

Charlotte Goff _____

Eva Krchova _____

Jocelyn Levig _____

Kysa Ludviksen _____

Samara Miu _____

Debbie Shiah _____

Meng Su _____

Melissa Thomas _____

Xiaqiang Zeng _____

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SCHEDULE

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XARTS 006

SCHEDULE

August 23

Review Syllabus
Lab Overview
OSX Overview
Adobe Overview
Misc. Program Overview
Assign Project 01

August 30

Work on Project 01
Adobe Acrobat & PDFs
Additional Programs and Shortcuts
Demonstration / Practice

September 06

Turn in Project 01
Assign Project 02
Adobe Photoshop CS5
Project 01 due 1 hour before end of class

September 13

Work on Project 02
Adobe Photoshop CS5
Demonstration / Practice

September 20

Work on Project 02
Adobe Photoshop CS5
Demonstration / Practice

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September 27

Work on Project 02
Adobe Photoshop CS5
Demonstration / Practice

October 04

Turn in Project 02
Assign Project 03
Adobe Illustrator CS5
Project 02 due 1 hour before end of class

October 11

No Class / Fall Break

October 18

Work on Project 03
Adobe Illustrator CS5
Demonstration / Practice

October 25

Work on Project 03
Adobe Illustrator CS5
Demonstration / Practice

November 01

Work on Project 03
Adobe Illustrator CS5
Demonstration / Practice

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November 08

Turn in Project 03

Assign Project 04

Adobe InDesign CS5

Project 03 due one hour before the end of class

November 15

Work on Project 04

Adobe InDesign CS5

Demonstration / Practice

November 22

Work on Project 04

Adobe InDesign CS5

Demonstration / Practice

November 29

Work on Project 04

Adobe InDesign CS5

Demonstration / Practice

December 06

Present Project 04

Adobe InDesign CS5

Final Review

Turn in DVD of course archive

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PROJECTS

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Project 01: Documenting and Archiving your Favorite Color

OSX & LAB OVERVIEW

Students will familiarize themselves with the Mac Operating System and lab assets by customizing their desktop, creating organized file structure, scanning images, taking screen captures, utilizing Adobe Acrobat, Adobe Bridge, Version Cue, and creating multiple page PDF's. This project will be turned in electronically in the form of a PDF into the Instructors Drop Box.

The following will be covered:

- Basic Computing Skills for Mac OS
- File set up on XARTS computers
- File formats (psd, ai, indd, pdf, jpg, tiff, gif, eps)
- File management (folders, saving, naming, backing up)
- System preferences: dock, spotlight, sound, keyboard, mouse
- Display preferences: ratios, resolutions, calibration
- Keyboard view / keyboard shortcuts
- File ownerships and permissions

Capturing Images

- scanning (including resolution and how to save files)
- importing digital photos (including good camera settings)

Methodology

Students will make a digital publication in PDF format of a collection of images that represent their favorite color. Images will be collected from a Google search, photographed using their Smart phones or digital camera and scanned from found objects that are representative of their chosen color.

1. Choose a color: red, blue, orange, green, etc. Find 10 images of the color that you choose Using Google image search and the following parameters in your search:

- search using color name only
- image size = large, image quality = photo,

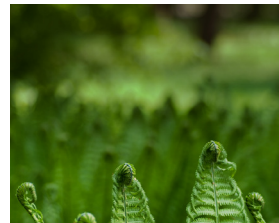
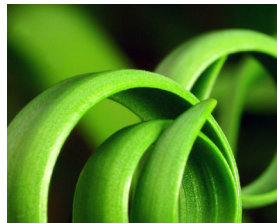
2. Download each image to specified folder establish file structure for the project. Use the "save image as" option for collecting images. **in class demonstration provided*

2. Take a screen grab of your search page. Save the grab image in your file structure. **in class demonstration provided*

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3. Take 20 photos of the color that you choose. Remember to fill the frame with color.
4. Bring these photos with you to class next week on a jump drive or on your camera. Import these 20 photos into your file structure and edit them down to 10 using Adobe Bridge.
5. Collect 10 objects representing the color you selected. Bring the objects to next week's class so that we can scan them and add them to your image collection. *2D objects or ones that can be flattened on scanner.*
6. During lab next week these 10 objects will be scanned using Preview and saved to your file structure. Objects will be appropriate for the scanner bed.
7. Create a title graphic using Text Edit. Include the following copy, setting the type with Gills Sans Light, 48 pt., landscape page setup, export as .pdf.
Name
Design Media I
Art + Architecture
University of San Francisco
Project 01
Color Archive / Name of Color
8. Include all of the images collected that represent your color into a PDF document.
**in class demonstration provided*
9. Use Adobe Bridge to select saving and file management system.
10. All images will be collected and organized into a PDF using Adobe Acrobat Pro. 31 pages total, including title.
**in class demonstration provided*
11. Use the following naming structure: **last name_project01_portfolio01.pdf**
12. PDF will be turned in to the Instructor's Drop Box one hour before the end of class on 09/06



name _____

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Project 01

Section I: OSX & LAB OVERVIEW

10% of Final Grade = 100 points

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Understanding of file set up on XARTS computers with proper file management (folders, saving, naming, backing up)	0	1	2	3	4	5	6	7	8	9	10
Files are organized and prepared for publication layout and project 04	0	1	2	3	4	5	6	7	8	9	10
Demonstrated an understanding of various file formats (psd, ai, indd, pdf, jpg, tiff, gif, eps)	0	1	2	3	4	5	6	7	8	9	10
Developed an understanding of keyboard view / keyboard shortcuts file ownerships and permissions	0	1	2	3	4	5	6	7	8	9	10
Demonstrated skill in capturing Images and scanning (scanning at the proper resolution saving files that are large enough for print publication)	0	1	2	3	4	5	6	7	8	9	10
Demonstrated an understanding of how to import digital photos from camera and organize them in Adobe Bridge	0	1	2	3	4	5	6	7	8	9	10
Successfully produced a digital publication in PDF format	0	1	2	3	4	5	6	7	8	9	10
Exhibited punctuality & evidence of time commitment	0	1	2	3	4	5	6	7	8	9	10
Demonstrated effective concentrated effort towards the completion of the project	0	1	2	3	4	5	6	7	8	9	10
General level of interest and attitude: demonstrated interest and desire in obtaining technical proficiency	0	1	2	3	4	5	6	7	8	9	10

total _____ letter grade _____

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

Project 02: Adobe Photoshop / Self Portraits & Alternate Realities

Students will be creating 3 unique compositions which will demonstrate their knowledge of Adobe Photoshop CS5. These compositions will require students to compose ideas, take photographs, use scans from Project 1, and utilize key aspects of Photoshop in order to take their ideas and turn them into a finished file. Finished layered Photoshop files will be turned in electronically into the Instructor's Drop Box.

Materials

Camera, ink jet photo paper, [8 1/2" X 11" & 11" X 17"]

The Adobe Suite Basics Skills

1. Reading and interpreting menus
2. Menu structure, menu groups, keyboard shortcuts
3. Basic differences between Photoshop, Illustrator, InDesign
4. How to move an image from one program to another
5. How to find answers to things you don't know how to do,
(Help menu
& Online resources)
6. Layers
7. Exporting files
8. Transparency and opacity
9. Grids and guide

Photoshop Skills

1. How to set up a document
2. (Page size, resolution, bleeds/ crops)
3. Layers
4. Canvas size vs. image size
5. How to insert an image into your PSD file
6. Drawing tools: pencil, paintbrush, custom shapes
7. Selection tools: marquee, lasso, magic wand, quick mask
8. Text: inserting, modifying, Rasterizing (emphasis on raster-based)
9. Transform: free transform, scale, skew, perspective
10. Clone stamp tool
11. Dodge & burn tools
12. Image adjustments: color, contrast, hue, etc.
13. Levels (understanding black, 50% grey, and white values)
14. Understanding channels
15. Filters (when and why to use them)

- 16. Layer styles (stroke, fill, drop shadow, bevel emboss, etc.)
- 17. Pattern tool
- 18. How to make your own pattern and paint brush, gradient, paint bucket, fill
- 19. Creating masks and saving masks for export
- 20. History window
- 21. Actions (using actions to edit multiples)

Composition 01

Photomontage / self portrait

Picture yourself in an alternate reality or fantasy landscape.

Using the Photoshop techniques that will be demonstrated, place yourself into an alternate reality and create an unique composition that illustrates your identity in an alternate world, environment or reality.

See Martha roster, "Invasion" 2008

<http://zine.artcat.com/2008/10/whos-afraid-of-martha-rosler.php>

Methodology

Take a full figure photo of yourself or consider something that is symbolic of yourself [digital self-portrait]

It is important to take or use a photo of yourself that is in front of simple backdrop so that the figure can be cut out of the background without difficulty

Discuss

Vector / raster images

cmyk vs. rgb

Cut out your figure from the background using the pen tool and clipping path.

**Demonstration provided*

Find a photo of a background that represents an alternate reality or fantasy landscape and place "yourself" into it. You may combine more than one image to make a collage background. Be inventive and creative with your background composition. Images may be found on line or scanned from magazine etc.

Use the clone tool and make adjustments to the background and or your portrait to make the image appear seamless.

Create shadow using the brush tool to create a sense of depth.

**Demonstrations provided*

Combine the two images to create the final composition using a canvas size of 8 1/2" X 11"

Adjust image quality for printing and web viewing. Consider the following:

Levels
Contrast
Hue
Saturation

Save as .psd and export as .jpeg

Print out the print version using the color printer on to 8 1/2" X 11" paper.

Composition 02

Find another background image that has the same aesthetic or theme.

ie. Moonscape

Place your figure into the background in multiples of two or more

Add another visual element that the figure is interacting with. Try to make the composition seem "believable" and that the visual elements appear as if they are really part of the composition.

Create a pattern with one of the visual elements.

**Demonstrations provided*

Export as .jpeg and save as .psd

Turn in .jpeg, .psd and 8 1/2" X 11" print

Composition 03

Outputting work

How to print on the lab printers & their settings (b&w, color; 8 1/2" x 11" and 11" x 17")

Difference between glossy & matte, photo & regular paper

Printing pixel based work vs. vector based work (scaling)

How to trim print outs with an X-acto knife, straight edge, and cutting mat

Methodology

Create a third composition combining the two background images from Composition 01 and 02, include "yourself" and the objects from the compositions.

Document size:

4000 pixels by 1500 pixels / 11" X 17" document

Place your characters in the foreground, the middle ground and the background.

Include the visual element from Composition 02.

Add one other visual elements to enhance your concept.

Export as .jpeg save as .psd

Turn in .psd and .jpeg and the 11" X 17" document

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Project 02

Adobe Photoshop / Self Portraits & Alternate Realities

30% of Final Grade = 100 points X 3 = 300 points

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Developed an understanding of document set up
with resolution and page size, bleed / crops 0 1 2 3 4 5 6 7 8 9 10

Developed an understanding of working
with layers and groups of layers /
inserting images into a .psd document 0 1 2 3 4 5 6 7 8 9 10

Demonstrated an understanding of how to
use the drawing tools and pen tools to create
custom shapes and clipping paths 0 1 2 3 4 5 6 7 8 9 10

Developed an understanding of keyboard view
/ keyboard shortcuts file ownerships
and permissions 0 1 2 3 4 5 6 7 8 9 10

Demonstrated an understanding of the transform:
free transform, scale, skew, rotate, perspective 0 1 2 3 4 5 6 7 8 9 10

Developed an understanding of image adjustments:
color; contrast, hue, channels and levels,
effective use of filters 0 1 2 3 4 5 6 7 8 9 10

Demonstrated skill in printing with the ink jet printers,
using appropriate papers and print settings for
quality presentation 0 1 2 3 4 5 6 7 8 9 10

Exhibited punctuality & evidence of time
commitment 0 1 2 3 4 5 6 7 8 9 10

Demonstrated effective concentrated effort
towards the completion of the project 0 1 2 3 4 5 6 7 8 9 10

General level of interest and attitude:
demonstrated interest and desire
in obtaining technical proficiency 0 1 2 3 4 5 6 7 8 9 10

total _____ letter grade _____

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Project 03

Adobe Illustrator / Creating Icons, Characters and Identities

Students will be creating 4 logos and one animated character or illustration. All files will be press ready graphics which will demonstrate their knowledge of Adobe Illustrator CS5. All final files will be printed as laser and ink jet prints and turned in both electronically as .ai files to the Instructor's Drop Box and finished prints for class review.

Learning Outcomes

Understand the difference between a vector and raster graphic.

Understand the difference between a word mark or logotype and an icon / pictograph

Completion of Project 03 will demonstrate knowledge of Adobe Illustrator CS5.

Gain further understanding of printing on the lab printers & their settings

Develop skills in trimming print outs with an X-acto knife, straight edge, and cutting mat

The exercises and logo design will require students to compose ideas [make sketches] and utilize key aspects of Illustrator in order to develop their ideas and turn them into a finished file.

Methodology

Project 03 is in introduction to Adobe Illustrator CS5. In Part One, Students will complete four exercises that will help them to learn basic skills in Illustrator. Exercise 01: Drawing Shape and Working with Color Palettes, Exercise 02: Redraw a Famous Icon [supplied Facebook icon], Exercise 03: Alter the Re-drawn Icon and Exercise 04: Draw an Animated Character. Each exercise will inform the next. In Exercise 03, students will alter a popular icon by changing it's color or shape etc. Will the formal changes to the logo alter its intended meaning as well? Exercise 04 will incorporate traditional 2D drawing skills to create a character or figure.

In Part Two, students will design a logotype for a magazine that is about the color of their study for Project 01.

Materials

Sketch books or sketch templates, ink jet photo paper, [8 1/2" X 11"], X-acto knife and blades, metal ruler or straight edge, mounting board, glue sticks for adhesive [supplied]

logotype or icon?



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Required Reading

<http://designshack.net/articles/software/adobe-illustrator-101-10-things-you-should-know-about-ai/>

Illustrator Skills

1. Vectors (what they are and why you use them)
2. Understanding the Artboard
3. File set up and working with layers
4. Creating complex drawings using mathematical coordinates
5. How to use the pen tool
6. Working with color palettes, gradations and patterns
6. Understanding paths and path structure
7. Typing on a path and in an object
8. Aligning objects
9. Drawing tools: brush, pencil, spray can
10. How to save images (for web, for print)
11. Exporting files
12. Transparency and opacity
13. Grids and guides and bounding boxes

Part One

Students will complete four exercises that will help them to learn basic skills in Illustrator. Each exercise is intended to be worked through quickly to learn the tools. Decisions about the aesthetics and formal properties of the illustrations are not part of the grading criteria for the Exercises. The Exercises are merely intended to learn the tools and become familiar with program.

The files needed for the exercises can be downloaded here.

http://www.stacyasher.com/pdf/DM1_Project_03_icon.zip

Exercise 01: Drawing Shape and Working with Color Palettes

Work with a 6" X 6" / and multiple Artboards within the document. Draw the following shapes and forms and fill them with the color and stroke weight of your choice. Use the pen tool to create the shape. This Exercise is intended to help you familiarize with the pen and other drawing tools and help you get to know the Illustrator interface. Do not worry about precision of the shapes.

Draw the following: a. a rectangle b. a 5 pt. star c. an egg



Exercise 02: Redraw a Popular Icon

Place the supplied *facebook* logo that is in the folder for Project 03 onto a 6" X 6" document / Artboard. Make the logo 4" X 4" and center is precisely on the Artboard. Use rulers and guides for precision.

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Create another layer to draw a vector based graphic of the icon by using the pen tool and filling in the shape with 100% black.

Exercise 03: Alter the Re-drawn Icon

Work with a 6" X 6" document / Artboard. Take the icon that you created in Exercise 02 and dramatically alter it by changing it's color, shape, texture etc. Will the formal changes to the logo alter its intended meaning as well?

Use the drawing tools: brush, pencil, spray can and gradient and pattern fill options in the color palette menu.

Alter the icon further using the free transform / distort tool: warp, perspective, skew

Print out the icon with crop marks using the laser printer. Trim the icon out as a 6" X 6" document using an X-acto knife and straight edge.

Exercise 04: Draw an Animated Character.

Exercise 04 will incorporate traditional drawing skills to create an animated figure.

Create a 6" X 6" document / Artboard. Work quickly to make a drawing of a character. Think about your character being a type of mascot or identity that represents the color or title of your magazine.

Create a simple background for the character's environment. on a separate layer. You may incorporate a photographic landscape as in Project 02 or draw one using Illustrator tools. [for example: a BLUE figure with blue hair and skin in a blue background]

Make a folder for Project 03 using the file structure assigned for Projects 01-02. Create a sub-folder for the Exercises and turn them in electronically to the Instructor's Drop Box along with Part 02.

Assigned Reading for next class

<http://designshack.net/articles/software/adobe-illustrator-101-10-things-you-should-know-about-ai/>

Exercises 01- 04 are due at the beginning of class on **Tuesday, October 25.**

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Part Two

Students will design a logotype for a magazine that is about the color of their study for Project 01. Completion of Project 03 will demonstrate their knowledge of Adobe Illustrator CS5. These exercises and logo design will require students to compose ideas [make sketches] and utilize key aspects of Illustrator in order to develop their ideas and turn them into a finished file.

1. Create a series of sketches to help you develop an idea for Project 03.
[completed by 10/18]
2. Use an 8" X 5" / 576 px X 360 px Artboard
3. Create a vector based graphic of the logotype for your magazine about the color of your study in Project 01. ie. Red, Blue, Green Etc.
4. Draw the logotype using the pen tool. You may use letterforms as templates to draw from but the logotype must be drawn as a vector graphic and not type set. and converted to outlines.
5. Create the following three versions of the logotype:
 - a) 100% black
 - b) using a shade [color plus white] or tint [color plus black] of the color of your magazine
 - c) a simple pattern or graphic effect
6. Save the logotype for the web as well as print.
7. Place the logo on an 8 1/2" X 11" [portrait] page to determine the scale and specific placement. Consider placing it in context of the front cover of your magazine. Select an image from your archive of Project 01 to test its positioning on top of an image or illustration. This is an important step in the decision making of its final appearance.
8. Print out the 3 versions of the logotypes and placement on an 8 1/2" X 11" [portrait] page with the color ink jet printers on supplied presentation paper. Print the logotypes with crop marks and trim them out with an X-acto knife and straight edge for class review.
9. Turn in all Exercises and logotypes for Project 03 in a folder with appropriate file structure and organization.
10. Organize files in preparation for Project 04.

Part 02 of Project 03 is due at the beginning of class on **Tuesday, November 08.**

The entire project folder will be submitted for file management and organization assessment.

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Part Three

Students are in the process of designing a logotype for a magazine that is about the color of their study for Project 01. The following exercise will provide practice with tools in Illustrator to help you complete Project 03 with success and rigor.

Completion of Exercise 05 will increase the level of expertise with the pen tool, working with layers and multiple art boards, short cuts, transform, and working with options in the color palette.

Exercise 05

Using the pen tool and an introduction to working with Typography

Redraw a logotype.

Make an 8" X 5" document with multiple art boards

Explore 5 versions of a logotype with 5 different type faces

Create 5 versions on 5 art boards

Choose one of the 5 options and redraw it in Illustrator using the pen tool.

Change the color of the logotype from black to the color of the name of your magazine.

Consider the letterspacing / Kerning

<http://type.method.ac/>

Change the convention of the word

Remember words can be uniquely represented...

For example turn a letter upside down or make one letterform capital etc.

b|Ue

blUe

b | U e

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Illustrator Short cuts to practice:

- zoom in
- zoom out
- cut / paste
- cut / paste in place
- copy / paste in place
- group and ungroup

Illustrator Tools:

- Transform
- create multiple art boards
- work with layers / locking layers
- point size vs. inches in type size
- create outlines
- group and ungroup
- color palette / fill / stroke / border / stroke weight

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Useful Keyboard Shortcuts

Try to familiarize yourself with how to get around the interface quickly and smoothly using keyboard shortcuts. Hovering over any tool will show you the equivalent shortcut, so here are some other useful tricks you may not know. Many of these are similar to Photoshop.

PC users should just know that ⌘ (Command) = Control and ⌥ (Option) = Alt.

Zooming

Zoom In/Out: ⌘+ or ⌘-

Fit Artboard to Screen: ⌘0

Zoom to Actual Size: ⌘I

Temporary Tool Switching

Temporary Selection Tool: Hold ⌘ from any Tool
(gives you Direct Selection if already in Selection Tool)

Temporary Zoom Tool: Hold ⌘Space from any Tool

Pasting

Paste In Front: ⌘F

Paste In Back: ⌘B

Paste In Place: ⌘⌥V

Working with Objects

Duplicate an Object: Hold ⌘ while dragging

Group Objects: ⌘G

Ungroup Objects: ⌘⌥G

Bring to Front: ⌘⌥]

Send to Back: ⌘⌥[

Select All on Active Artboard Only: ⌘⌥A

Lock Selection: ⌘2, ⌘⌥2 to unlock all

Hide Selection: ⌘3, ⌘⌥3 to show all

Other

Check Spelling: ⌘I

Show Grid: ⌘"

Make Guides: ⌘5 (select a shape first)

name _____

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Project 03:

Adobe Illustrator / Creating Icons, Characters and Identities

30% of Final Grade = 100 points X 3 = 300 points

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Understanding of vectors

(what they are and why you use them)

difference between raster and vector graphics 0 1 2 3 4 5 6 7 8 9 10
[quiz from assigned reading]

Understanding of how to use the art board

file set up and working with layers.

Utilizing grids, rulers and guides 0 1 2 3 4 5 6 7 8 9 10

Demonstrated an understanding of how to use
the pen tool, working with color palettes,

gradations and patterns, transparency and opacity 0 1 2 3 4 5 6 7 8 9 10

Developed an understanding of keyboard view
/ keyboard shortcuts file ownerships
and permissions 0 1 2 3 4 5 6 7 8 9 10

Demonstrated skill in working with the pen tool
to create paths and path structure 0 1 2 3 4 5 6 7 8 9 10

Demonstrated an understanding of how to
use the various drawing tools: brush, pencil,
spray can. 0 1 2 3 4 5 6 7 8 9 10

Successfully produced a logotype for a magazine
that is print ready and a vector based graphic 0 1 2 3 4 5 6 7 8 9 10

Exhibited punctuality & evidence of time
commitment 0 1 2 3 4 5 6 7 8 9 10

Demonstrated effective concentrated effort
towards the completion of the project 0 1 2 3 4 5 6 7 8 9 10

General level of interest and attitude:
demonstrated interest and desire

in obtaining technical proficiency 0 1 2 3 4 5 6 7 8 9 10

total _____ letter grade _____

Project 04

Adobe InDesign / Publication Design / Magazine Layout

Students will design a 16 page Booklet or magazine (printed) which will serve to acquaint them with Adobe InDesign CS5 as well as utilizing the Lab's printers to create a final physical proof of their booklet. This project will be turned in electronically to the Professor's Drop Box as well as a final printed booklet will be due on the last day of class. A detailed project description will be handed out on the first day of each new section. All projects are due one hour before the end of class (See calendar, next page).

Learning Outcomes

Completion of Project 04 will demonstrate knowledge of Adobe InDesign CS5.

Develop and understanding of how to create a multiple page publication.

Learn how to flow text and place images and graphics into page layout.

Successfully apply icon design from Project 03 into magazine cover design.

Incorporate contents from Project 01 and Project 02 into magazine layouts.

Gain further understanding of printing on the lab printers & their settings

Learn about the basic principles of typography and effective page layout by establishing character and paragraph styles.

Learn about grid based page layout and effective use of guides on master pages.

Develop skill in trimming prints to crop marks with an X-acto knife, straight edge, and cutting mat.

Learn how to create a bound publication using stapling through the centerfold which is also called saddle-stitching.

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InDesign Skills

Document set up (for single page and booklet)
Master pages
Typographic settings (leading, kerning, point size, etc.)
How to import and scale images
How to insert and manipulate text
Fill and stroke
Making text flow across multiple pages
Paragraph and paragraph styles
Character styles
Print Booklet
Wrapping text around objects
Color issues / options / RGB and CMYK
Linking images
Correct DPI of images for print, web and interactive
Aligning objects
How to export a PDF

Methodology

Project 04 is an introduction to Adobe InDesign CS5. Students will create a 16 page magazine that includes the following content from previous projects:

- Color archive from Project 01
- Alternate reality landscapes from Project 02
- Logotype / identity from Project 03
- Character illustration in landscape OR *facebook* alteration from Project 03

1. Images from Project 01 will be adjusted using Photoshop for effective print and presentation quality.
2. Page size: 8 1/2" X 11" pages in spread format.
3. Character and paragraph styles will be established for typographic continuity
4. Students will learn about the basic principles of typography and effective page layout.
5. A grid will be established by setting guides on master pages for effective page layout.

Exercise 01 - Grid Layout / Introduction to InDesign

- find a magazine that you think is good design
- scan the following 4 pages: Table of Contents, feature spread, (2) and department page
- place each of the 4 magazine page images onto a letter sized page.
8 1/2" X 11", 1 image per page
- name the layer and then make new layer
- lock layer with magazine page image on it.

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view rulers to pull down guides
copy the guides onto the Master Page.
draw the grid that contains the typographic and image elements on the page
create modules with the rectangle shape tool
fill them with a shade of gray that simulates the
shade of gray of the bodies of text.
practice managing snap to guides and zoom in and out
this will be the grid system for your magazine
print the four pages with the grid layer ONLY for Tuesday 11/15.

6. Copy for the feature articles and department spreads will include found bodies of text and short writing assignments.
7. An introduction to the project will be included and will be supplied by the instructor.
8. Students will search the internet for interesting written articles about the color of their magazine [Project 01] and resource materials about photomontage [Project 02] for the typographic contents. Select 3 articles by the beginning of class on 11/15.
9. 3 bodies of text will be written for the magazine:
 - 1 - 3 paragraphs about the color of their magazine, referencing the color archive from Project 01
 - 2 - a short essay about the process of altering the facebook icon or creating a character illustration. This could also be creative fiction as well.
 - 3 - a summary of the process to create the Alternate Reality landscapes in Project 02. Use resources describing photomontage.These written exercises will be due on 11/15 at the end of class.
10. Document will be exported as a high quality print .PDF for submission
11. Students will print on 11" X 17" paper and use booklet printing to create correct pagination to produce a printed and bound booklet for final presentation. Demonstrations in class will be

Materials

Sketch books or sketch templates, ink jet presentation paper, [11" X 17"],
X-acto knife and blades, metal ruler or straight edge, mounting board, glue sticks for adhesive [supplied]

Project 04 is due at the beginning of class on **Tuesday, December 06**

The entire project folder will be submitted for file management and organization assessment.

A DVD of ALL projects for Design Media I will also be submitted for final review on December 06.

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Magazine Contents

The publication you will build using InDesign will include the following components. Written and found bodies of texts will be included as content for the departments and features.



		front cover
		logotype / Project 03
		masthead / table of contents
		image / department 01 about COLOR / Project 01
		feature 01– spread about COLOR / Project 01
		feature 01– spread about COLOR / Project 01
		feature 02– spread Alternate Realities / Project 02
		feature 02– spread Alternate Realities / Project 02
		feature 03– spread any topic / any content Designer's Choice!
		back cover

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★ IN FASHION ★

Art Crawl. Ten young artists show off their studio style.

80



AMANNY AHMAD PHOTOGRAPHED BY CURTIS KULIG. STYLED BY TOM GUINNESS.

★ REAR VIEWS

Note from Kim: 79

A career inspired by art.
By Kim Hastreiter

Booty Call: 102

You gotta have it! By Kim
Hastreiter and Michel Serruya

Ask Mr. Mickey 104

Mr. Mickey used the
word hirsute twice in this
issue... and we liked it.
By Mickey Boardman

The Last Look 106

Artwork by **Winston Smith**.
Curated by Carlo McCormick

THE ART ISSUE ★

48 **Image Makers.** An essay on the state of visual culture. By Carlo McCormick

62 **Crossing Over.** Sam Taylor-Wood takes on Hollywood. By Franklin Melendez

66 **BOY Interrupted.** Kansas City export Cody Critchloe embraces the weird.
By Bunny Kinney

70 **The Portrait of a Crazy Artist as a Young Woman.** Sophie Crumb steps out of her
famous father's shadow. By Carlo McCormick

72 **Marc of Excellence.** The many sides of artist-designer Marc Newson. By David Hershkovits

76 **When Shepard Met PAPER.** How the collaboration was born. By Shepard Fairey

91 STYLE ★

Runway Madness. From New York to Milan, we're drooling over this spring's
catwalks. By Kim Hastreiter

★
Above: Amanny wears a coat by Emporio Armani and pants by Versace.



"WE CAN'T ALLOW THE POP AND COMMERCIAL WORLDS TO GO TO SHIT. WE HAVE A RESPONSIBILITY AS ARTISTS ON MANY DIFFERENT LEVELS TO CHANGE THE WAY PEOPLE SEE THE WORLD."
—PHARRELL WILLIAMS

(l-r) Shay wears a coat by Gucci, T-shirt and jeans by Gap, thermal by Billionaire Boys Club, belt by Louis Vuitton and sneakers by Puma. Pharrell wears a coat by Marc by Marc Jacobs, shirt by Diesel Van Noten, jeans by Billionaire Boys Club and boots by Timberland with Bionic Yarn. Chad wears a ski mask by Billionaire Boys Club, coat by Polo Ralph Lauren, T-shirt by Legacy, pants by Billy Reid, belt by Ralph Lauren and sneakers by Pierre Hardy. Opposite page: Coat by Marc Jacobs, sweater and shorts by 3.1 Phillip Lim, T-shirt by Billionaire Boys Club and ring by Lorraine Schwartz.

the bikes—we would love to do a collaboration with you. That would be crazy. Like you know, an apparel line.

SP: Nice, nice, that would be totally fresh. I'll check it out. So tell me about your art site through which you're trying to showcase emerging artists, Artst.com.

PW: We just felt like every time we come on stage, there is always some dope artist saying, "Hey, you know, check me out, let me direct your next video, let me design your next T-shirt." So we created the site because we wanted to give them a platform so they could not only be heard by us, but by the rest of the world as well. If you're an artist, you can go on and find producers and someone to do your cover, someone to dress you for your shoot. I was just trying to provide a space for them to get visibility.

SP: Is there anything you get out of it besides spreading the creativity? Like financially? A lot of people won't do anything unless there's going to be some sort of financial reward for them, but to me I figure if I don't make money from

spreading around the culture I care about, at least it creates more of an audience for things that I'm interested in. Being charitable with your time and your energy is tough when you're spread thin.

PW: Well, I don't feel guilty about monetizing situations that are good. Like, there are tons of people in the world who are making billions who basically should be considered criminals. So if I'm doing something to help people, I don't mind making money. Right now, we don't do anything except just give exposure, but eventually we'll build it into something that's more like a business. We have some things in the works, but the most important thing to me is that these kids get the visibility that they deserve. They're so fucking talented, you know?

SP: Right, so let's talk about [the artist duo] FriendsWithYou. What they're doing here in the U.S., it's a little bit like what Nigo has been doing in Japan. A little bit of the KAWS thing, too: art and T-shirts and toys. I love that it's all upbeat, it's

pop-y and well-done and friendly. You're sort of an official member of the collaboration now.

PW: Yeah, we work together. I think that those guys are super-talented and I believe that they can be the next Disney.

SP: I noticed that they designed the N.E.R.D. web page, and I know they've done some video stuff with you, but what kind of projects do you have on the horizon with them?

PW: They have a bunch of stuff coming up. I kind of stay out of the way and let them do what they want to do. Mostly we just do commercial stuff together. FriendsWithYou comes in and they are the creatives. We are doing stuff for Gwen Stefani, for her line. They did the Pop-Tart commercials.

SP: It seems like they're doing a lot of whimsical things they want to do because they're able to make money with their business. To have that freedom, that's really ideal.

PW: We can't allow the pop and commercial worlds to go to shit. We

name _____

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Project 04

Adobe InDesign / Publication Design / Magazine Layout

30% of Final Grade = 100 points X 3 = 300 points

(40% Participation, 50% Project, 10% Creative Process / Technology / Solution)

Developed an understanding of how to create a multiple page publication or magazine by flowing text and placing images and graphics 0 1 2 3 4 5 6 7 8 9 10

Successfully applied icon design from Project 03 into magazine cover design and contents from Project 01 and 02 0 1 2 3 4 5 6 7 8 9 10

Successfully designed the following: cover [front / back], 1 department spread, 3 feature spreads table of contents and magazine masthead 0 1 2 3 4 5 6 7 8 9 10

Learned how to create grid based page layout and effective use of guides on master pages. 0 1 2 3 4 5 6 7 8 9 10

Learn about the basic principles of typography and effective page layout by establishing character and paragraph styles. 0 1 2 3 4 5 6 7 8 9 10

Gained further understanding of printing on the lab printers & proper print settings. Successfully bound a printed publication using saddle stitch or staple binding 0 1 2 3 4 5 6 7 8 9 10

Completion of Project 04 will demonstrated knowledge of Adobe InDesign CS5. 0 1 2 3 4 5 6 7 8 9 10

Exhibited punctuality & evidence of time commitment 0 1 2 3 4 5 6 7 8 9 10

Demonstrated effective concentrated effort towards the completion of the project 0 1 2 3 4 5 6 7 8 9 10

General level of interest and attitude: demonstrated interest and desire in obtaining technical proficiency 0 1 2 3 4 5 6 7 8 9 10

total _____ letter grade _____

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