

WHAT ARE WE GOING TO DO?



Course Overview

In this intensive studio, we explore messaging systems as related to food across different environments. We also investigate design form and context to discover practical and playful uses of visual elements.

You will be given an article as a source to investigate food issues which may include how it is sourced, water use, nutritional value or other issues.

1. You will then proceed to work in groups and design concept maps around relationships and issues you discover within those articles.
2. Using issues uncovered through concept mapping, you will individually design a messaging campaign persuading audiences about food systems.

Objectives

In this course, students will:

1. Develop messaging, information and/or design systems that span contexts
2. Explore methods and strategies for discovering visual/typographic form
3. Investigate relationships of content employing mapping techniques
4. Work collaboratively to generate ideas and maintain a positive work environment

DESIGN CAMP 2015 • Graphic Design Immersions

DAILY SCHEDULE

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Food Sustainability, Context, and Messaging

Article:

Students will be given an article as a source to investigate food issues which may include how it is sourced, water use, nutritional value or other issues. Students will discuss their findings within their small groups, Students will be provided with idea generating worksheets, i.e. "What is the Article Saying?" At this time, I will encourage small group discussions.

Concept Map:

The article will be a jumping off point for a collaborative concept map where groups will investigate main points. The map will be off the computer. Students will use post-it notes, string, pens, pencil to create low-fidelity maps. This exercise serves as an introduction to idea generation through making and concept mapping. Students will begin to see how to break down ideas relate them to a larger system.

Students will present their concept maps to the class. We will discuss the process of making the concept maps as well as the

<LUNCH>

Introduce Project Messaging Project:

Ideation:

Students will individually ideate on messaging and imagery which represents issues from concept map asking an audience to act or hold an opinion. There will be discussion on meaning.

Ideation in Context:

Students will select at least two contextual backgrounds from a bank of images that will serve as environments where their message can mean different things. We will discuss: How does meaning change depending on location? What is the difference between a moving object such as a bag and a static object such as the poster?

Ideation:

After the introduction, students will work individually. Students will ideate through 20. We will return to concept maps to talk through ideas + relationships.

Design Tutorial:

There will be a design tutorial instructing students on the basics of Indesign, Illustrator and Photoshop, so that they can accomplish basic design. Students will then work individually on computer to complete assignments, asking for help as needed.

<End of Instruction>

Students continue working on their designs into the evening, and have all items printed, prepared for projection, pinned and ready for critique by the morning session.

Critique:

Students will present in pairs and discuss each others work. What are the suggested meanings/experience? What are we motivating people to do? How is the context working/not working?

Full Draft Schedule:

8:30 - 9:30	Review (not applicable for Monday)
9:30 - 9:45	Break
9:45 - 9:50	Introduction and "What is Graphic Design?"
9:50 - 10:05	Give out article, group students into groups of 5 (number off? or counselor place nametags), explain reading
10:05 - 10:15	Read article (10-15 minutes)
10:15 - 10:25	Explain concept mapping give out mapping supplies
10:25 - 11:30	Concept mapping
11:30 - 11:45	Review in groups

LUNCH

12:45 - 1:00	Introduce Project (give visual examples, not food based) Also tie in full project here
1:00 - 1:05	Word Ideation
1:05 - 1:50	Sketching
1:40 - 1:50	Small group, review sketches
1:50 - 2:00	InDesign/Illustrator/Photoshop walk-through, Give guidelines for assignment (at least 2:30)
3:10 - 4:30	Work time
3:30 - 4:00	Intro to critique and expectations for review, Give questions for review
5:00	Instructor Leaves, Counselors and students stay

STUDENTS WORK THROUGH EVENING

8:30 - 9:30	Critique / Review 3 minutes per person, 6 minutes per pair Projects to be prepared for projection at the beginning of the day Projects to be pinned up in hallway at the beginning of the day
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