



Communicating through Graphic Design

By Kevin Gatta and Claire Mowbray Golding

Communicating through Graphic Design presents one of the leading art careers to high-school students in an accessible, engaging format. Written with Kevin Gatta, a veteran Graphic Design instructor at Pratt and owner of an independent studio, this curriculum was developed to **address the needs of contemporary graphic design programs, using both digital and traditional media**. Students learn fundamental design thinking, drawing, and problem-solving skills that can be applied with either traditional or digital media. Students then move on to specific areas of design, observe and analyze exemplary works from a variety of designers past and present, and create their own solutions to **real-world design problems**.

Features

- Available as an eBook and print textbook
- Digital and traditional approaches to each Studio Experience
- Design challenges that reflect actual workplace practice
- Career profiles of contemporary working professionals
- Art and design historical references
- A unique graphic design history timeline that shows parallels between the evolution of markmaking to typography and logo design
- Extensive glossary



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STUDIO EXPERIENCE

A School Event Poster

In this studio experience, you'll build on the skills you learned in Chapter 2. Working with a basic image of your choice, you'll add type and color to create a message with meaning, announcing a real or fictional school event.

Before You Begin

You will need:

- "Shape Playing in Space" assignment (optional)
- mat board, duplex (one side black, the other side white), 11" x 14" (28 cm x 36 cm)
- 2 sheets
- magnifying glass
- colored paper
- typewriter examples
- scissors or utility knife and cutting board
- metal ruler
- T square
- metal triangle
- glue stick or double stick tape
- computer with page making software

Think of a real or fictional school event you'd like to announce—an election, fund-raiser, athletic event, art show, concert, or dramatic performance. Review your work on the "Shape Playing in Space" studio experience. How might you use the same basic concept to create an attention-grabbing poster?

Create It

1 Think about what your chosen event means. What images would most clearly define it? Sketch four to six possible images. Choose one image to play with on the page. What size should it be? What color? Where will it command the most attention? How will you emphasize it? Experiment.

2 Think about the words and images that are necessary to get your point across. Do you need dates, times, places, prices?

3 Decide on the relative importance of the information. What should be emphasized? What information is obvious and need not be included at all? Experiment with the quantity of text.

4 Experiment with the typefaces. Which ones best match the nature of the event? What position will give the text the prominence it needs?

5 Create your work by hand or on the computer.

Check It

Hang your poster on a wall and observe it from a few feet away. What do you notice first? What do you notice next? Does your poster clearly announce the event you chose?

Design Diary Connection

Brainstorm and list in your design diary 25-30 words that come to mind when thinking of a favorite food. Choose the 3 or 4 words that best describe this food. Visualize by sketching rough ideas about each word you've chosen. Use three or more diary pages for each word. Collect or scan images, create illustrations, and develop a collage that helps express each word. Finally, choose or create a font to accompany each of the chosen words and their respective images. Trade your design diary with a classmate and discuss which word/image combination works best to describe the food and why.

Rubric: Studio Assessment

	4	3	2	1	NS
Planning • Research • Composition • Elements/Principles • Movement	Thoughtfully selects a school event to announce by creating a poster. Experiments with some images before making a final selection to include in the composition. Adequately selects words that get their point across.	Selects a school event to announce by creating a poster. Image is added to the composition. Attempts to select words that get their point across.	Chooses a school event to announce by creating a poster. Image is added to the composition. Attempts to select words that get their point across.	Little or no attention given to selection of school event poster that announces an event. Image chosen at random, bearing little or no relationship to the school event. Little effort made to add words that get their point across.	Little or no attempt to create a school event poster that announces an event.
Media Use • Organizational Skills • Compositional Techniques	Successfully applies the graphic design process steps to create a school event poster. Critically evaluates composition for necessary adjustments. Successfully chooses text and font type that best match nature of event.	Adequately applies the graphic design process steps to create a school event poster. Evaluates composition for necessary adjustments. Effectively chooses text and font type that best match nature of event.	Somewhat applies the graphic design process steps to creating a school event poster. Composition needs adjustments. Endeavors to add text and font type.	Unacceptable presentation. Little effort in following instructions. No attempt to use graphic design process steps.	Poster not attempted.
Work Process • Discussion • Reflection/Evaluation	Critically reflects on, evaluates, and determines "best" composition for their school event poster. Gives beyond expectations. Freely shares ideas; shows interest in others; participates fully in class discussions. Works independently and remains on-task.	Adequately determines final composition; meets assignment expectations. Shares ideas at times; shows little interest in others; participates in class discussions. Works independently and remains on-task.	Final composition somewhat meets assignment expectations. Shares ideas at times; shows little interest in others. Works independently and remains on-task.	Makes little or no attempt to create assignment; indifferent to ideas of others; not willing to participate in class discussions. Does not work independently; disruptive behavior.	No participation.

Student Book, Chapter 3: The Design Process, Studio Experience.

Key Terms

composition
elements of art
principles of design
foreground
background
spectrum
hue
additive primaries
intensity
afterimage
simultaneous
contrast
Gestalt
visual path
mask
Golden Section
expression
closure
illusion
optical illusion
abstract
symbol

Objectives

Students will:

- know the elements of art and principles of design, especially as they relate to graphic design
- recognize and identify the elements of art and principles of design in professional and student-made graphic designs
- create visual movement of a shape through space in a simple design

2 The Art of Graphic Design

Anybody can draw a picture or take a photograph, right? Well, anybody can put images and text together to make a graphic design, too. It is the way those images and text are put together that distinguishes a good design from an ordinary one.

The design or arrangement of the parts on any two-dimensional surface is called its **composition**. Every graphic designer creates compositions by using design's most basic building blocks: the elements of art and principles of design.

This chapter introduces you to the elements of art and principles of design as they are used in graphic design. Awareness of these elements and principles will help you understand and interpret the multiple messages around you. It will also help you communicate through your own designs.

In this chapter, you will:

- get to know the elements of art and principles of design, especially as they are applied to graphic design
- learn to see elements of art and principles of design in the graphic design work of professionals and students
- work with a shape in space to create movement in a simple design

Fig. 2-1. What are the basic parts of this cover design? Which parts seem most important? Why? Seymour Chwast for The Portfolio Group, Time Magazine cover, October 27, 1997.

Tips for Using the Opening Image

After the students have looked at the image for a moment, ask them what kind of graphic design it is in magazine cover design. What are its main parts? (Imagine this: illustration of a child in the shape of the letter A, a photograph in upper right, smaller type in middle right.) What colors are used? Where do students see textures? Discuss why some of the type is covered by the image, and what effect that has on the image as a whole. How do students know when the next title is? (Probably because they know the title already.) Point out such additional features in shadows behind parts of the image, the photograph that overlaps the type, the white line around the outside, etc. Explain that this chapter introduces them to the artistic building blocks.

"Once you think you have finally solved a design problem, put it aside and start over. Your next solution might be even better." Chava Ben Amos

Teacher's Edition, Chapter 2: The Art of Graphic Design.

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Student Handbook



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