

## LMC 3402: Graphic and Visual Design Summer 2022

Professor: Mark Leibert

### **Course Description**

Graphic and Visual Design is a studio course in which students develop skills to represent their visual ideas and learn the aesthetics of visual design. The course will offer lectures, readings and in-class activities and discussions as well as visits to local museums, art galleries, and architectural sites. Students will learn how to be critical of their own work, the work of others and learn how to analyze designs from various historical and theoretical perspectives. The class will be a combination of theory and practice: it will introduce students to a variety of global art and design theories and movements and also teach key conceptual principles so students can learn how to produce their own design artifacts.

We will address principles of design as we explore current exhibitions at the Centre Pompidou, Metz and at other galleries and museums in the region. We will also view online materials for other art and design exhibitions and work with online forums to produce our own visual images and social media designs.

Students will come together as members of Skiles Studio in Metz. Since the pandemic Skiles Studio has published 4 magazine concepts, including Instagram and websites. Skiles Studio is a concept first created in this class in 2016. We organize class as a creative studio that mimics contemporary design practices and the class group comes up with concepts and a goal for the semester. Since we are all abroad we will make use of this experience to study French and German art, architecture, and design as a central part of our learning.

### **Learning Outcomes**

- Applying skills for advanced production (identity design, poster, information design)
- Developing graphic programming skills (Photoshop, Illustrator, Indesign)
- Learning to critique and analyze visual designs
- Working effectively in teams to accomplish a common goal
- Communicating information and ideas to a range of audiences
- Developing fundamental skills for compositing with graphic elements

#### Course Requirements

Attendance and participation, class assignments, discussions, and presentations  
Class attendance is required. Each three (3) unexcused absences will result in the lowering of the final grade by one letter grade.

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Attendance and participation, class assignments, discussions, and presentations

Participation - contribution to in-class and slack discussions, etc. 15%

sketchbook 15%

projects/exercises 45%

Final project and presentation 25%

Class attendance is required. Each three (3) unexcused absences will result in the lowering of the final grade by one letter grade.

## Suggested Textbooks

Materials from the following textbooks will be provided as class materials and used as references:

- Design Basics [ David A. Lauer, Stephen Pentak]
- Thinking with Type [Ellen Lupton]
- Grid systems in graphic design [Muller Brockmann]
- Practices of Looking: An Introduction to Visual Culture [M. Sturken, L. Cartwright]
- Techniques of the Observer [Jonathan Crary]

## Tools and Materials

Art materials and tools - please see materials list in Canvas>files

Camera - DSLR, point and shoot, smartphone, scanner, etc.

## POLICIES: Attendance and Grades

Class attendance is required. Each three (3) unexcused absences will result in the lowering of the final grade by one letter grade. Failure to come to class with adequate materials for producing work will result in a recorded absence for that day. Failure to arrive on time will be recorded as half an absence, so for example, arriving late to class twice during the term will be recorded as one absence. Similarly, leaving class early will be recorded as half an absence. Missing 8 classes is grounds for failing the course. Please keep me informed regarding necessary absences. I am more willing to work with you if I know what is going on.

Roll will be taken at the beginning of each class. Information missed due to tardiness or absence will be the responsibility of the student. Absences may be excused due to illness, religious holidays or other extreme circumstances as defined by the University, but it is the student's responsibility to notify the instructor and to give a written excuse as required by the University.

Participation in all discussions is vital. \*Grades will not be discussed by email. If you would like to discuss your grade, please make an appointment during office hours. All project grades will be returned promptly and accompanied with constructive comments intended to help you. No project is ever perfect or without potential for further improvement. Do not wait until the end of the semester to discuss your grade.

**ACADEMIC HONESTY:** all work you turn in for this class must be your own original work, with all outside references sources properly cited and acknowledged. Incomplete assignments or unoriginal work will result in failure on that assignment, and potentially failure in the course. Plagiarized work will be forwarded to the GT Office of Student Integrity. Please carefully read the GT Student conduct code.

The "Student Conduct Code of Rules and Regulations" (Georgia Institute of Technology General Catalog Section XIX) states "Academic misconduct is an act that does or could improperly distort student grades or other student records" and offers the following descriptive list:

- possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- false claims of performance or work that has been submitted by claimant;
- alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
- forgery, alteration, or misuse of any institute document relating to the academic status of the student.

The Code continues, "While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor." Consult the Honor Code outline at <http://www.honor.gatech.edu/> or in the General Catalog to remember your primary commitment to academic honesty. Students who engage in academic dishonesty may receive a 0.0 on the assignment or fail the course, In addition, the instance will be reported to the Dean of Students who may take further action. Cases of academic dishonesty and plagiarism will be reported to the GT Office of Student Integrity.

**STUDENTS WITH DISABILITIES:** Please make an appointment to see me if you need to discuss special accommodations for a documented disability or special need.

Students with disabilities should also contact Access Disabled Assistance Program for Tech Students (ADAPTS) to discuss reasonable accommodations. For an appointment with a counselor call 404-894-2564 (voice) /404-894-1664 (voice/TDD) or visit Suite 210 in the Smithgall Student Services Building.

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**Week One:****Key Concepts: Principles of Design:**

Design Thinking overview

Line

Unity

Scale and Proportion

Emphasis/Focal Point

(all readings from Design Basics)

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**Week Two: Design Thinking:**

Empathize

Define

Economy of Means examples

Homework: Economy Sketchbook continue with Artichoke

Begin Visual/Art Historical Overviews

Lecture and Studio time

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**Week Three: Design Histories**

Reading: Practices of Looking

Begin museum and gallery visits

Review Project 1 - Economy of Means

**Expectations/assignments for weeks 1-3:****Project #1—Economy and Abstraction in Design**

Due: Thursday, May 20

Students will design motifs based on observation studies, photographs, and sketches of a natural object that you can hold in your hand (e.g. clementine, artichoke, bell pepper, leaf, etc.). By removing the object's non-essential elements

students will achieve economy and abstraction, creating an icon or motif.

Common object - artichoke?

Typography\_rules.pdf  
Kerning website  
\*post visual design/art you like

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## **Week Four: Space and Balance in Art and Design**

Lecture/Studio Work: Apply concepts of visual culture/gallery visits to design thinking/architectural concepts and discussions of space and balance

### **Principles:**

Balance  
Illusion of Space

### **Design Thinking:**

Ideate  
Prototype  
Test

Week Four expectations/assignments:

\*Keep up with reading and Canvas/class discussion

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## **Week Five: Color theory and Acrylic paint demonstration.**

Explore color theory concepts through slide and on site museum images  
Review Project 2: Emphasis and Focal Point  
Studio teams: Meet for color exercises, textures, paint, etc.

### **Week Five expectations/assignments:**

#### **Project 2 - Emphasis and Focal Point:**

Students will create 3 compositions demonstrating the principle of emphasis/focal point in this project. Use 1-2 motif designs from project 1 in this composition to begin exploration. Subsequent shapes can take a cue from the original motif (e.g. echoing the form, line weight, color, etc.) and elements from in-class studio prompts. Attention to positive/negative space should be given strong consideration.

Incorporate hand-painted textures and colors into your work to create a contrast between the “perfection” of vector elements with the irregularity of hand-painted elements. Use water-based media for painted elements (watercolor and/or acrylic). You can also incorporate photo based elements.

<https://docs.google.com/document/d/1U5OtWN1U7w32uJwCPkpK10UflpPTJ7mDZxK>

[w7dFvX00/edit?usp=sharing](#)

\*Brandhorst readings—page ratios

\*Keep up with class reading and Canvas/class discussions

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### **Week Six: Principles of Color, Value, and Rhythm**

Digital Collage concepts/learning concepts of analog and digital forms of collage and patterning. Work on digital collage project.

#### **Week Six expectations/assignments:**

\*Keep up with reading and Canvas/class discussion

### **Week Seven:: Principles of Pattern and Texture/Illusion of Motion**

Lecture and studio/museum visits to analyze pattern and texture in European art

Catch up week/Begin proposals for final projects

Work in Studio teams

#### **Week Seven assignments/expectations:**

\*Keep up with reading and Canvas/class discussion

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### **Week Eight: Alberti's perspective, architecture, and AI**

Render Metz cityscapes in 2 and 3 point perspective drawings and apply style transfer techniques.

#### **Project 3 - Digital Collage:**

Construct a digital collage system with text and images. Make a statement with typography. Subject matter can address social justice, personal or poetic expression, mythology, etc. Visual material can be sourced from a shared digital archive and/or additional sources from online archives. Do not use a simple internet search. Build a process and workflow using a range of physical and digital sources and material.

Apply to 3 different formats, for example posters, social media posts, IG stories, et cetera. This will require you to think about how different aspect ratios and use cases will affect your design and communication.

Write a 1-2 paragraph stating your artistic and creative intention for the piece. You may have a clear message, or it may be open to interpretation. Be specific about your intention and how your visual work will support the stated intention.

#### **Week Eight assignments/expectations:**

Project 3

\*Keep up with reading and Canvas/class discussion

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### **Week Nine: Photography, Computer Vision, and Concepts of Design**

Consider the use of photography as a tool and as a subject in contemporary design practices. Additionally we will look at extending photography through computer vision basics and machine learning.

#### **Week Nine assignments/expectations:**

\*Keep up with reading and Canvas/class discussion

Week Ten: Social Media platforms and Post-Internet Theory

Consider the constraints and parameters of engaging with different social media platforms through the framework of Post-Internet theory.

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#### **Week Ten assignments/expectations:**

\*Keep up with reading and Canvas/class discussion

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### **Week Eleven: Studio/Project Planning/Presentations**

Week Eleven assignments/expectations:

\*Keep up with reading and Canvas/class discussion

\*Wrap up your Skiles Studio team tasks

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### **Week Twelve: Project Completion**