



A guide to a Graphic Design Project

unit checklist

- **Brief**
- **Initial Thinking (mindmap)**
- **General Research**
 - - Observational Drawings and Photographs
 - - Primary/Secondary Source imagery and research
- **Artist/Designer Response 1,2 & 3 including:**
 - ~ Personal response to artist work
 - ~ Comparative analysis
 - ~ Contextual Research
- **Initial Ideas**
- **Design Concept 1, 2 & 3 including:**
 - ~ Explanation of idea
- **Design Concept (cont)**
 - ~ Observational Studies/Photos
 - ~ Target Audience
 - ~ APPROPRIATE colour theory
 - ~ Use of Image including development
 - ~ Use of Text (annotated and coloured)
 - ~ Layout (Text with imagery)
 - ~ Use of media/materials
 - ~ Development
 - ~ Concept final piece & evaluation
- **Final Development**
- **Development & Modifications including layouts and screen shots**
- **Final Design**
- **Final Piece**
- **Evaluation**

mind maps/thinking on paper

- This happens at various stages of the design brief - not just at the beginning.
- Start with what you are thinking in the middle and work out from it.
- You can include visual reference at this stage if appropriate
- Highlight key works to draw attention to how you are thinking.

The image shows two hand-drawn mind maps on paper. The left mind map is centered on 'BRANDS TO RE-DESIGN' and branches out to various brands like 'Punch & Judy', 'Shake n' Vae', 'Lo Tean', 'Bulb', 'Spando', 'Camel Cigarette', 'Woolworths', 'Chaper', 'Crisis Shoes', 'Bo. Skiman', 'Ego Chocolate', 'Base Richard', 'Toby & Lyle (Golden Syrup)', 'Camp Coffee', 'Tiger', 'Tiger Chicks', 'Tiger Chicks', 'Kun where', 'Fruit of the Loom', 'Lee', 'Fraggles', 'The Classic Cherry Coffee', 'The Current piece', 'The Classic Cherry Coffee', 'The Classic Cherry Coffee', 'The Classic Cherry Coffee'. The right mind map is centered on 'Changing a Reputation' and branches out to 'Distinction', 'Name', 'Character', 'Estem', 'Opinion', 'Standing', 'Stature', 'Credit', 'Honour'. Both mind maps include handwritten notes and small images of products.



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the competition

- It is important as a graphic designer to know what the competition is!
- Identify what your focus is and thoroughly research what is already out there.
- Keep it relevant



- Always comment on what the competition is doing with colour, style, target audience, shape, visual imagery & hidden messages.
- Think about how you present this work
- Don't include too many examples... Get to the point!

research



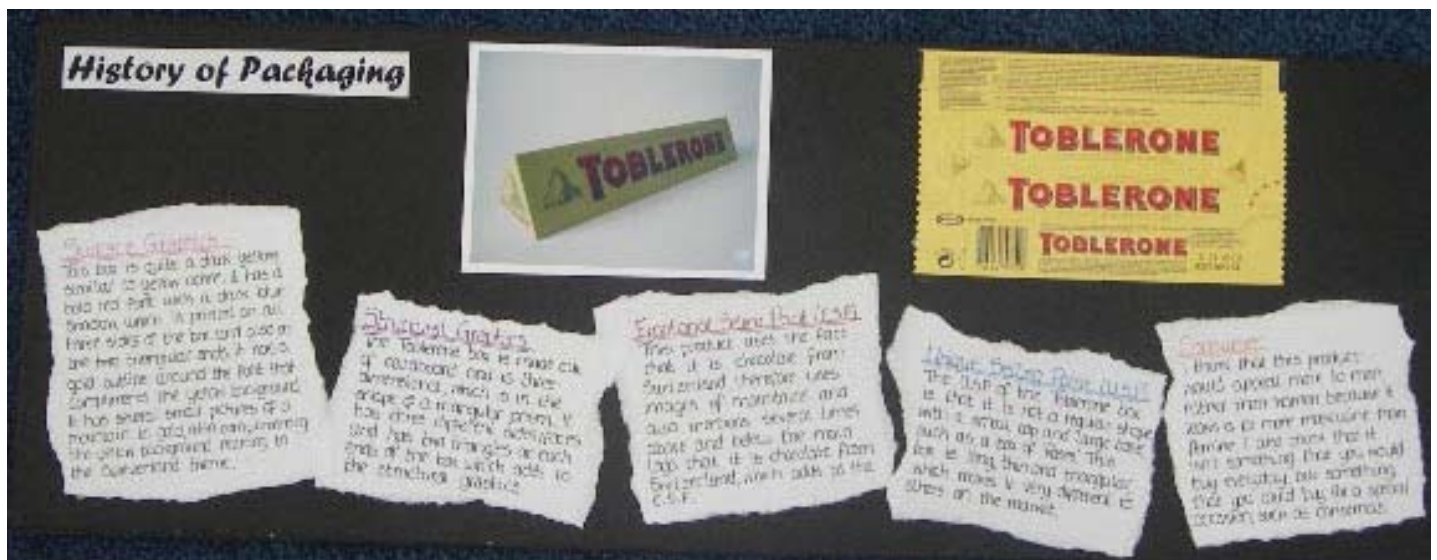
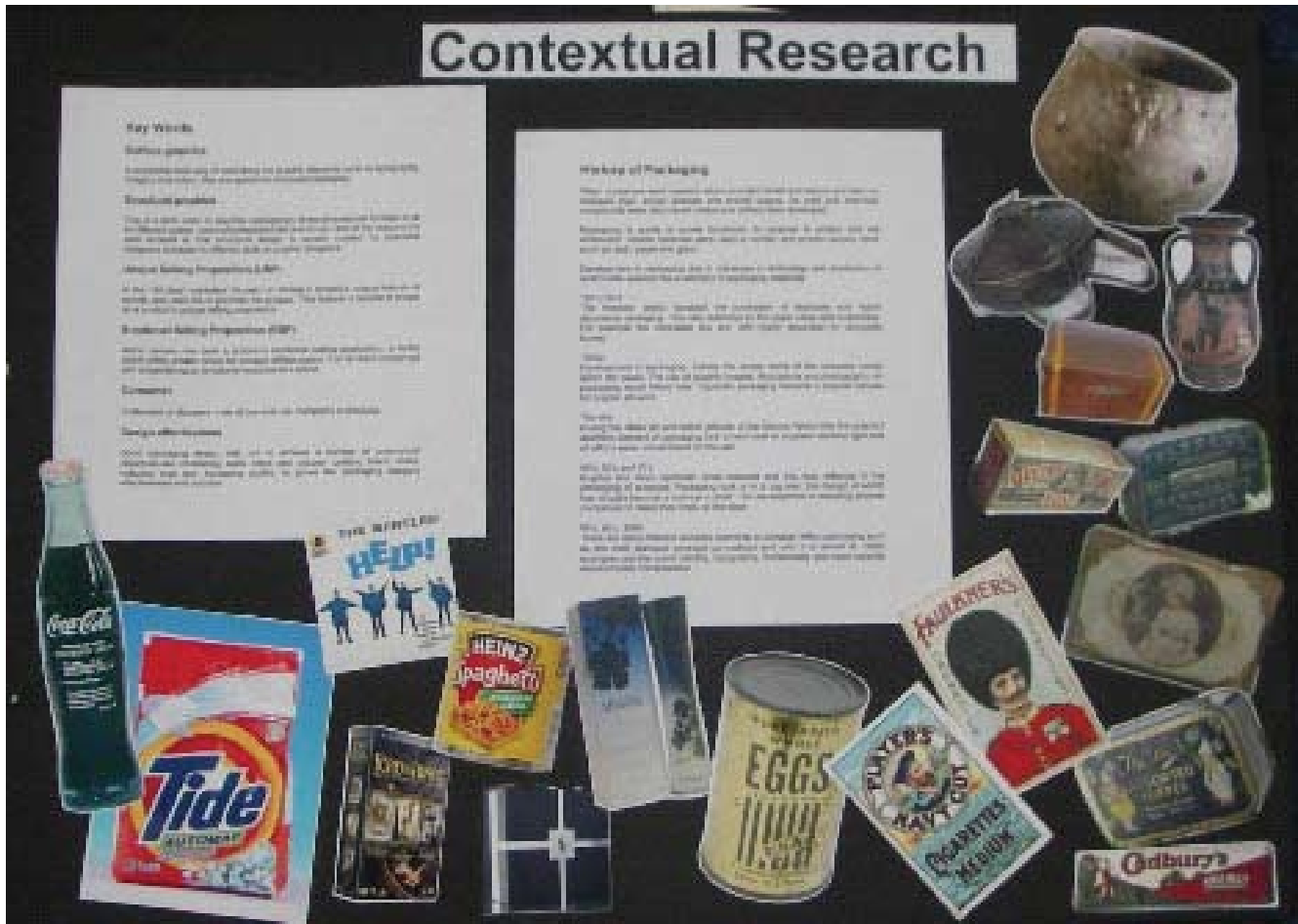
- You must include analysis of what you are researching.
- Share your thoughts, opinions, reference other images, products etc.
- Research should be more in-depth than your 'Competition' section.
- Research should also be evident in other aspects of the project. e.g. Research logos, research packaging, history of design etc.
- Research is carried out at various stages of the project to help thoughts, concepts and designs to progress, but it is also always evident at the beginning to get you started.



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contextual research

- Put your research into it's place. E.g. the role of packaging in history, the role of advertising in the 1960's etc.
- This section should relate to the historical context of the area studied.

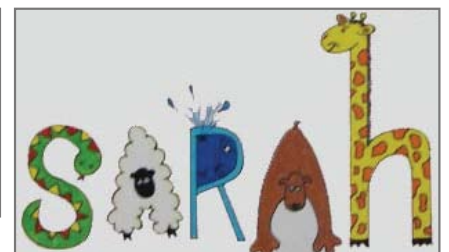
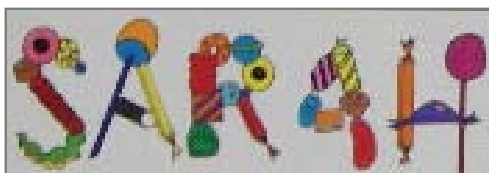




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initial ideas/design concepts

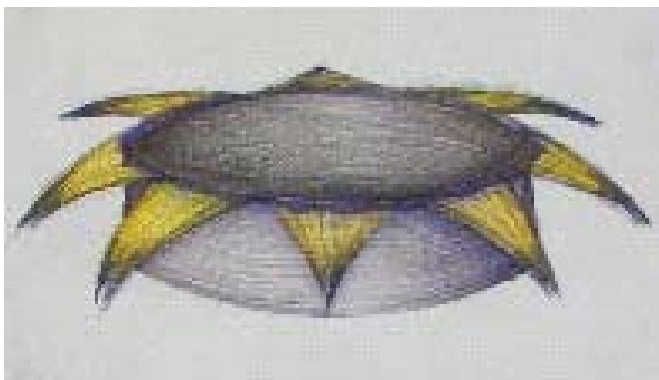
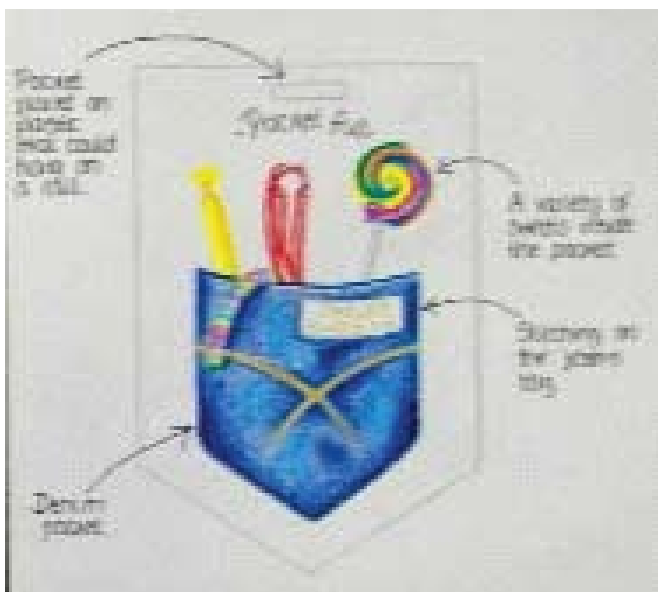
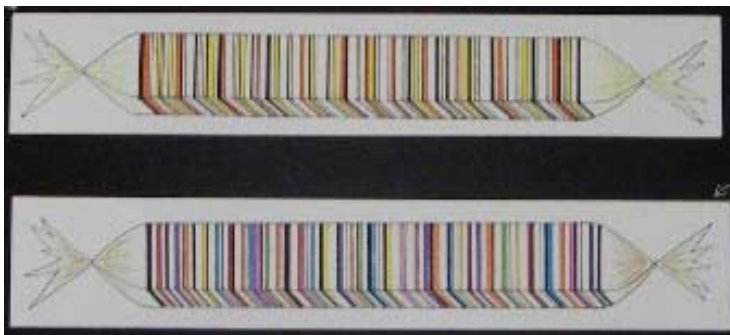
- These are your 'design ideas'. Start with the first ones then progress to the next.
- The ideas should be different to demonstrate variety and breadth of possibility.
- Make sure you include found images, observational drawings and annotation in this section.
- Explain what is happening and how you are thinking.
- Point out and highlight areas of importance in the thought process.
- Include colour swatches.
- Include font styles, if appropriate.





concept development

- Different in 'feel' to the first as ideas should be more refined and outcomes investigated more within this section.
- You need to take each of your initial concepts and develop your idea further, beginning to work towards a final idea.
- Should cover all of the same points as 'Initial Design Concepts'.





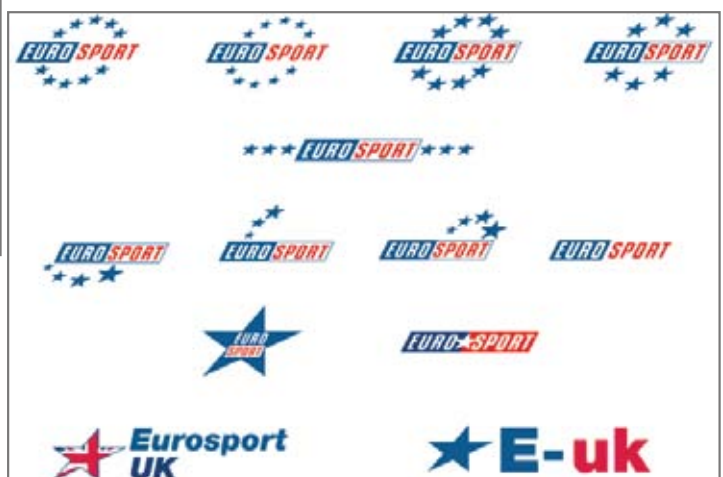
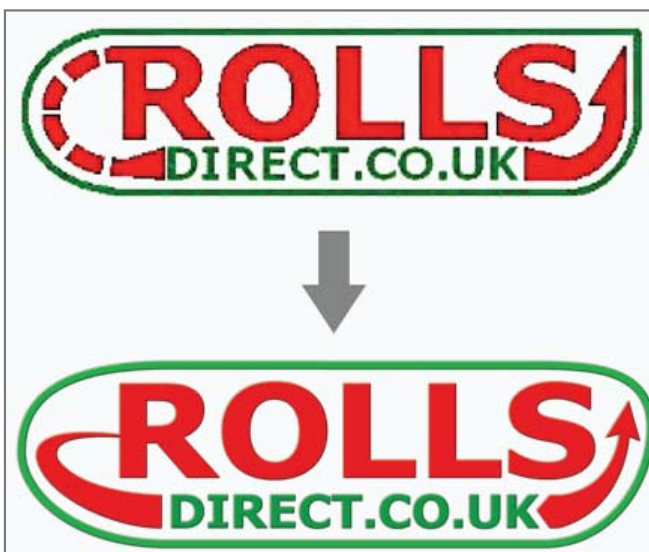
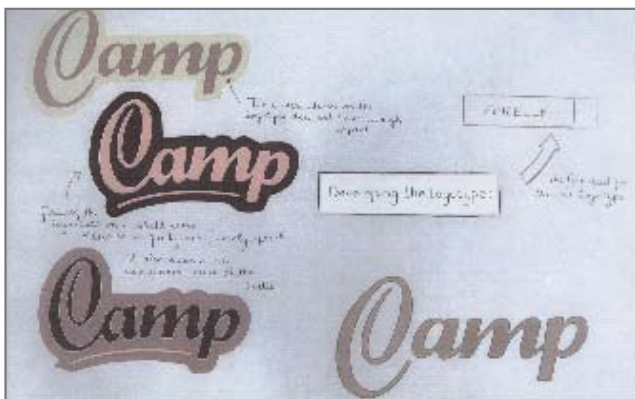
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making it work

- 'Making it work' covers many different sections, which can occur in different orders according to the requirements of your design brief.

making it work - logos

- Consider colour, font, outline, background, texture, application onto a product, size, legibility and styling.
- Show development from the initial ideas

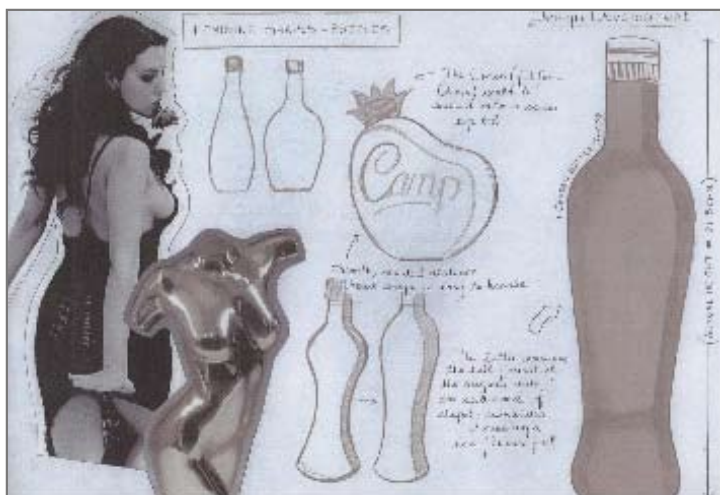
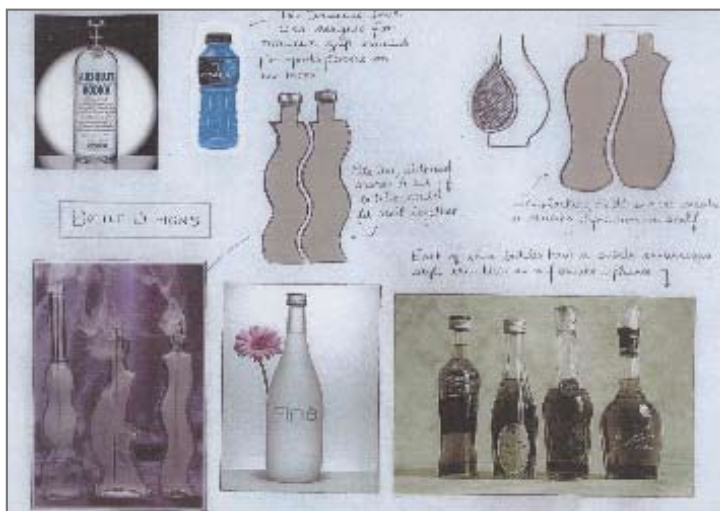




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making it work - Packaging

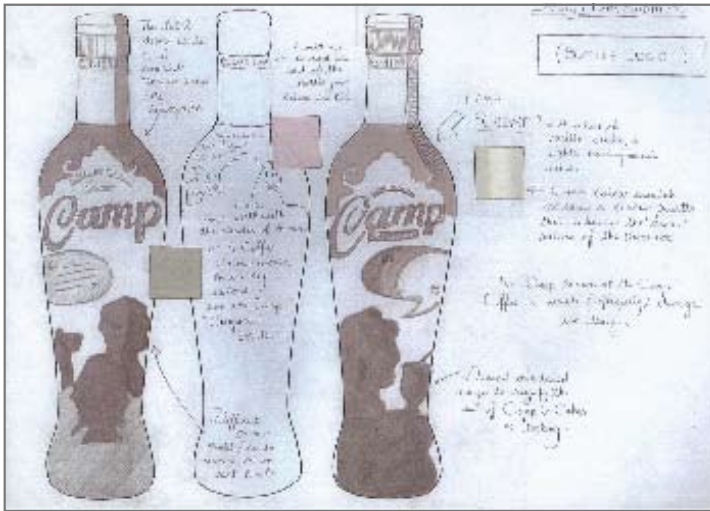
- Think about how your design will appeal to it's intended audience.
- Try to develop package designs using a similar process to the examples given.
- Consider colour, font, outline, background, texture, application onto a product, size, legibility, styling, development form the initial idea, shape, how it stands out on a shelf, target audience, how multiple products look when displayed together.





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making it work - finishing off



- Make sure all of the bits join up!!!
- Include colour swatches, fonts, imagery, size, shape, drawings, printouts, technical specifications, nets.
- Make sure (if you haven't already) that you are using the computer to translate your design ideas at this stage.

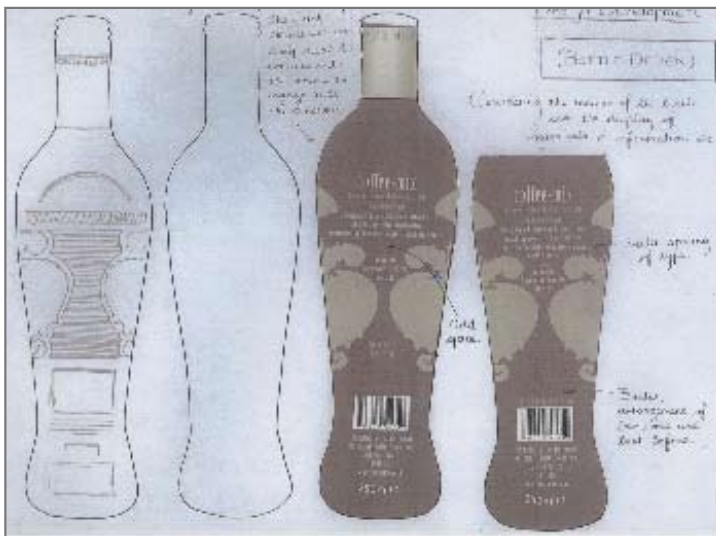




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modifications/refinement

- Modifications need to be made to develop the finer detail.
- This is where you are refining your final design ideas
- This must be annotated to show how, what and why you have changed certain parts of the design.



Show your design development.

Annotate your ideas and illustrations



Explain why you have made the decisions that you have regarding colours, font etc.





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final design (or designs)

- Include a copy of your final design in your sketch book with an evaluation.



- If your final design is 2 Dimensional, mount onto A2/A1 mounting board. Use window mounting where appropriate.



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evaluations

Graphic Design Evaluations - Why and What for!

An evaluation records the development of your ideas through your use of visual language and how successfully you have used materials, techniques and technology.

It should be shown in 2 ways:

- firstly, by annotating your work as you go along, recording which formal elements and techniques you have used. Make comments on your work explaining how you are developing and improving your ideas
- secondly, by reflecting on your work at the end of the project.

Use appropriate technical terms wherever possible in writing.

Reflecting on your own use of visual language

Ask yourself such questions as:

- which formal elements you used?
- what techniques you used?
- what went well or badly in your work?
- what new skills have you learned?
- what are the strengths and weaknesses in your use of visual language?
- how can you get better?
- you also need to explain how other people used visual language.

You could use similar questions to help explain how they influenced your work.

Reflecting on your own use of materials, techniques and technology in your work

You need to be able to talk to people about your work including what you were using or doing when:

- keeping notes/test pieces in your sketchbook
- recording and describing your 2D and 3D samples
- explaining which materials/techniques worked well and why others did not.

You will need to be able to explain what you learnt in terms of:

- the different ways you wanted to use media and materials
- what went well and badly
- what were your strengths and weaknesses
- what improvements you could make to your work
- what new skills you have learnt.

You will need to make your own comments about the work you studied.

This will involve:

- the media or materials used
- the techniques used
- the sort of effects achieved.

People working in art, craft and design need to know how to communicate effectively about the work or their needs. This ability to use professional language and comment on work will help you to be clear about your intentions. It is also important to be able to present what you are doing to clients effectively.



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evaluations

- A writing frame to get you started....

The Brief - Re write it here

In response to the brief I designed (a range of cosmetics for teenagers who liked pop music). **I researched into** (current pop groups, teen magazines, CD covers, existing products and graphic styles aimed at teenagers) **in order to appeal to the target audience.** **I developed the use of** (photography, illustration, pencils, coloured pencils, felt-tip pens, acrylic paints, watercolour paints, quink inks, bleach, lino printing, ICT - Photoshop Elements, digital camera, collage, textiles, sewing, sculpture, glass, clay etc.). **In my final piece I used** (photography, illustration, pencils, coloured pencils, felt-tip pens, acrylic paints, watercolour paints, quink inks, bleach, lino printing, ICT - Photoshop Elements, digital camera, collage, textiles, sewing, sculpture, glass, clay etc.). **I created** (for example, the style of my final piece, depth, a maquette of a bigger sculpture, small pieces of jewellery or bright vivid colours) **by** (an example could be mixing various colours creating different hues and by using harmony colours which went well together. I blended my paints together and used different size paint brushes depending upon the size of the area I was covering). **(Explain what you did when you were making it-**Before I brushed and stippled the paint I had to prime my boards using white emulsion on the areas I wanted the colours to be bright and vivid and by using grey primer on the areas where I wanted my colours to be duller and muted. This allowed me to create a different impact in different parts of my painting.) **I really enjoyed** (an example, drawing the painting out). **I thought this went particularly well** (give a reason, as I worked very closely with my group to ensure my lines and shapes reflected our shared ideas from our drawings and experiments and that they flowed easily into one another). **I didn't enjoy** (say what but don't be too negative, mixing the first layer of paint after the primer with the varnish to make it more translucent. I thought this was quite messy and the paint was too thin where I think our paint should have been more opaque to build up the layers quicker). **I have learned how to** (example, apply paint with more accuracy) **during my project** (and not just to use the first paintbrush I find). **I have discovered you can** (example, use paint brushes in different ways to create different effects and depending upon how much paint you use you can get some really interesting textures). **My design was inspired by** (what?) **which I studied through my work on the internet, in books and through visits to galleries.** **I think I am good at** (example, applying colour to my work which demonstrates a good use of visual language) **but I realise sometimes when I am doing some of my** (example, ideas that I perhaps need to explore them further by changing them and being a little bit more experimental). **I think my use of** (fonts, colour, imagery and style) **creates an effective response to the given brief.**