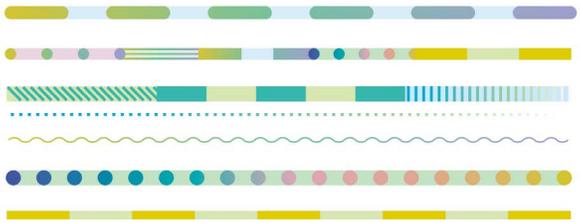
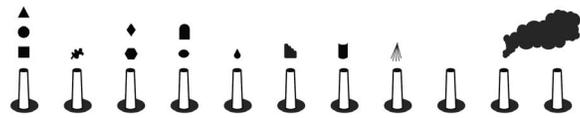


FORM & MEANING LAB.



| DESCRIPTION:

This is a workshop where we will consider form and meaning by going through a series of processes as brainstorming techniques.

| OBJECTIVES:

Students will...

- _a. experiment with vector generation techniques
- _b. explore meaning/form as systematic landscapes
- _c. experiment with cultural & symbolic meaning to mold perception
- _d. develop voice & visual language

| RESEARCH:

Video Research:

- < Intro to Shape Theory | Basics for Beginners >
- < How to choose the right shape for your logo (Shape Theory) >
- < The Gestalt Principles | Basics for Beginners >

Form & Meaning Lab | PROCESS.

WEEK 01.

1.1. **FORM & MEANING SURVEY.** / Written Meaning.

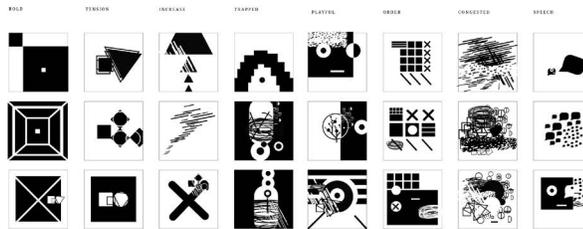
https://carriedyer.com/assets/u01_a_survey_of_meaning_and_form_pdf

1.2. Watch Video Overview:

<https://youtu.be/7stgYn1T7E>

1.3. **SQUARES of MEANING.**

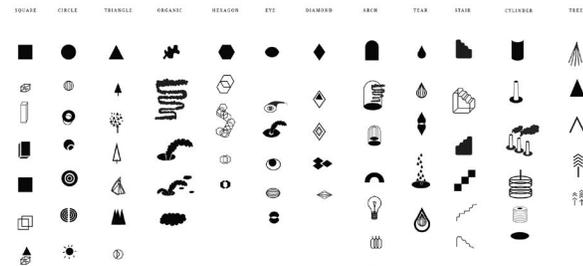
- ___ 12-30 x Squares [4"x4"]
- ___ At least 5 words.
- ___ Suggested Words: Bold, Tension, Increase, Trapped, Playful, Somber, Order, Congested, Speech...



WEEK 02.

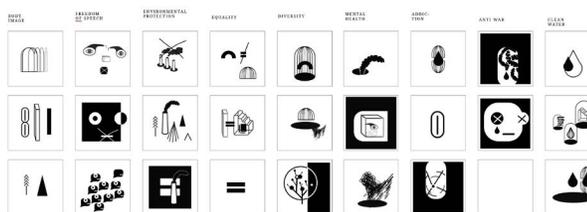
2.1. **FORMSTORMING SHAPES.**

- ___ 12-30 x Objects
- ___ At least 5 shapes.
- ___ Suggested Shapes: Square, Circle, Rectangle, Triangle, Organic, Hexagon, Eye, Diamond, Arch, Tear, Cylinder, Stair...



2.2. **ISSUES & MEANING.**

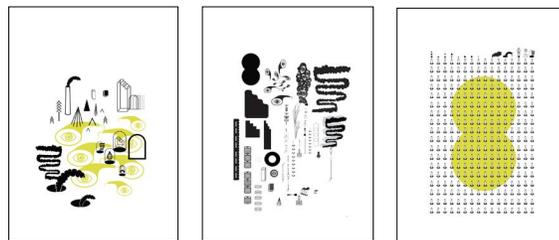
- ___ 12-30 x Squares [4"x4"]
- ___ At least 5 issues.
- ___ Suggested Issues: Mental Illness, Body Image, Freedom of Speech, Addiction, Anti-war, Equality, Womens Rights, Diversity, Clean Water...



WEEK 03.

3.1. **EXTRA CREDIT: POSTERS**

OR
APP DESIGN.
___ 3 x Posters [11"x17"]



WHAT TO TURN IN ON BLACKBOARD:

- 1 x PDF OF ORIGINAL WORK [You can drag high res jpgs into Adobe Acrobat to create one PDF.]
- 1 x PDF PRESENTATION [Created with Adobe InDesign that includes all work above. See below.]
 - > ___ Create or reuse a Visual Presentation in Adobe InDesign.
 - ___ Export each file above as a jpg or png at 300 ppi. Then, place into ID presentation file.
 - ___ Presentation should be designed and considered for best viewing of the work

RUBRIC.

VISUAL LITERACY & the DESIGN PROCESS.

FORM & MEANING LAB.

0	DRAFT QUALITY
1	DEVELOPING
2	MEETS EXPECTATIONS
3	ABOVE AVERAGE
4	STELLAR

FORM & MEANING LAB:

Successful examples of completing this project will go beyond the mere completion of required tasks. The process will include vigorous exploration of vector forms. The work should exhibit the students originality and visual language [generated by the students own voice and aesthetic]. Excellent work will fully explore the balance of positive and negative forms, composition, flow, meaning, concept, and delivery. Considering how form and meaning are powerful tools to communicate language is a primary goal of this practice.

The following item will be graded based on completion, effort, and exploration of content.

___ Form & Meaning Survey.

The following individual items will be graded with the rubric below.

___ Squares of Meaning with Shapes.

___ Formstorming Shapes.

___ Issues & Meaning Squares.

___ [[Extra Credit: Posters.]]

Rubric Criteria

- Formal Qualities.** [Elements & Principles of Design]. Examples include: ___Compositional qualities (layering & balance). 20%
___Line Shape, Texture, Space, Color, Balance, Symmetry, Space, Rhythm, Scale, Contrast, Value. ___Color Palette includes students own mixed colors and not the default colors. ___Has the student successfully solved the compositional qualities of the work?
- Experimentation, Originality, Visual Language, & Vector Forms.** Examples include: ___Experimentation with Pattern, Unique Shapes, Forms, Illustrations. ___Formal experimentation with cohesive shape, size, scale, line, weight, etc. ___Range & Variation in form, line, pattern. ___ Uniqueness of Form and implementation of successful design decisions. ___ Are objects / compositions sophisticated? ___ Do compositions avoid branded elements like logos or other trite elements? If universal forms are utilized are they visually different with their own sense of visual language? ___ How are compositional aspects balanced? ___ Is there an attempt at developing Visual Language, individual voice, and aesthetic from the student's unique point of view? ___ Are there unique elements that express voice. ___ Form experimentation with cohesive shape, size, scale, line, weight, etc. ___ Range and Variation in form, line, pattern. ___ Experimentation with minimal and complex forms. ___ Uniqueness of Form and implementation of successful design decisions. 15%
- Meaning and Concept.** Examples include: ___Did the student successfully explore and implement form and meaning? 15%
- Visual Presentation, Followed Submission Instructions.** Examples include: ___ Is student working on process and developing their work. ___ Did student work on sketches? ___ Did student perfect compositions to completion considering the Elements and Principles of Design.? 10%
- Design Process + Design Thinking.** Is evidence of the design process present? Examples include: ___Did student experiment with their design process during the assignment? ___ Is student working on process and developing their work. ___ Did student work on sketches? ___ Did student perfect compositions to completion considering the Elements and Principles of Design.? Design process can include brainstorming, visual research, aesthetic awareness, variation experimentation, "formstorming", different design techniques [Kit of Parts], etc. See *Graphic Design Thinking* and *Graphic Design the New Basics*, by Ellen Lupton for suggestions. 15%
- Self-Driven Critique, Peer Critique, & Studio Culture.** 10%
- Professionalism + Positive & Critical Thinking.** 5%
- Time Management + Required Experiments.** ___Did student complete all required experiments? 10%
- Is Work Late?** -20%