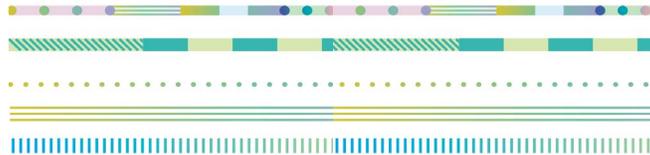


ILLUSTRATION EXPERIMENTATION. // // // //

SERIES OF ILLUSTRATION EXPERIMENTS.



| DESCRIPTION:

Create a series of 6-9 illustrations experimenting with the list of techniques given [you can add to this list or mix techniques]. The illustrations should be based around a social issue.

| OBJECTIVES:

Students will...

- _a. develop abstract thinking & conceptualization thinking by creating a series of illustrations based on a social issue.
- _b. utilize the design thinking, design process, and ideation to create conceptual juxtapositions or exaggerate image to create meaning
- _c. create original/unique imagery based on experimental illustration techniques & take risks
- _d. generate hierarchy using typography and image
- _e. experiment with type and develop complex spaces where type and image coexist harmoniously

| > :

STUDENT EXAMPLES: ILLUSTRATION EXPERIMENTATION
<https://drive.google.com/drive/folders/1f9OoeCr5RitYV4LMK98Am25MwKczm049?usp=sharing>

STUDENT EXAMPLES: SOCIAL ACTION POSTER SERIES
https://drive.google.com/drive/folders/13LrVCOaxFif_-1pOuWX6EhoD072DFaR?usp=sharing

Reading: *Metaphor Marketing*, by Daniel H. Pink
http://www.carriedyer.com/teaching/2014/g01/metaphor_marketing.pdf

ASSIGNMENT PROCESS: ILLUSTRATION EXPERIMENTATION

A. COMPLETE SURVEY.

B. PICK A SOCIAL ISSUE THAT SUPPORTS POSITIVE SOCIETAL CHANGE:(issue for poster series & Illustration experimentation must be the same.)

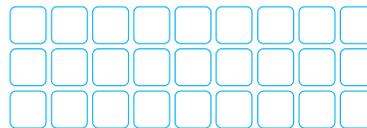
- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Human Trafficking | <input type="checkbox"/> Materialism | <input type="checkbox"/> War, | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Bee Colony Collapse | <input type="checkbox"/> Racism | <input type="checkbox"/> Deforestation, | <input type="checkbox"/> Self Harm |
| <input type="checkbox"/> Female Genital Mutilation | <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Opioid Epidemic, | <input type="checkbox"/> Alcoholism |
| <input type="checkbox"/> Climate Change | <input type="checkbox"/> Human Rights, | <input type="checkbox"/> Mental Health Stigma, | <input type="checkbox"/> Disability Rights |
| <input type="checkbox"/> Carbon Footprint | <input type="checkbox"/> LGBTQ Rights, | <input type="checkbox"/> Devastation of Marine Life | <input type="checkbox"/> Water Disparity |
| <input type="checkbox"/> Equality | <input type="checkbox"/> Bullying, | <input type="checkbox"/> Environmental Preservation | <input type="checkbox"/> Food Deserts |
| <input type="checkbox"/> Womens Rights | <input type="checkbox"/> Animal Rights, | <input type="checkbox"/> National Parks Preservation | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> Body Image | <input type="checkbox"/> Genocide, | <input type="checkbox"/> Endangered Species | |

C. OPTIONAL PROCESS IDEATION:

1. RESEARCH THE ISSUE YOU HAVE CHOSEN.

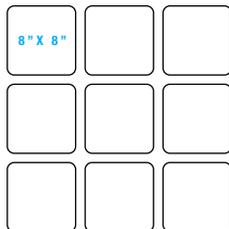
2. IDEATION: BRAINSTORM & CREATE DISSECTION TREES AND LISTS RELATED TO YOUR ISSUE. WHAT ARE WAYS YOU COULD REPRESENT AND RAISE AWARENESS TO THIS ISSUE.

3. SKETCHES CREATE A SERIES OF SKETCHES TO EXPERIMENT WITH CONCEPTUAL IDEAS.



D. TAKE EACH EXPERIMENTAL TECHNIQUE BELOW AND CREATE COMPOSITIONS MIXING TECHNIQUES TO CREATE IMAGERY. I SUGGEST YOU CREATE 15-28 DRAFTS TOTAL.

6-9 FINAL 8" X 8"



PINTEREST BOARDS:

[Experimental Ill. Techniques.](#)

[Editorial Illustration](#)

TECHNIQUES : Study the list of techniques. Then experiment using each medium to illustrate an idea related to your chosen issue. You may mix and remix techniques. (see examples) You must experiment once with each technique. I recommend that you create dissection trees based around each medium to find connections between the social issue you have chosen and each medium. You must experiment with each of these techniques at least once. You may also mix these techniques into one piece. But you do NOT have to include all these techniques into your final pieces. *Your Imagery Only.

- | | |
|---|--|
| <input type="checkbox"/> 1. Paper Artifacts Photograph, | <input type="checkbox"/> 8. Collage [your imagery only] |
| <input type="checkbox"/> 2. Collection of Objects Photograph [clay, organic objects, leaves.] | <input type="checkbox"/> 9. Photograph + Drawing |
| <input type="checkbox"/> 3. Hand Drawn Illustration, | <input type="checkbox"/> 10. Photographic Manipulation |
| <input type="checkbox"/> 4. Typographic Illustration, | <input type="checkbox"/> 11. Layered Transparencies, |
| <input type="checkbox"/> 5. Vector Illustration, | <input type="checkbox"/> 12. Layered Cutout Paper. |
| <input type="checkbox"/> 6. Xerox Transfer, [video] | <input type="checkbox"/> 13. Shadow Play |
| <input type="checkbox"/> 7. Thread Illustration, | <input type="checkbox"/> 14. Projected images on 3D surfaces |

RUBRIC.

VISUAL LITERACY & the DESIGN PROCESS.

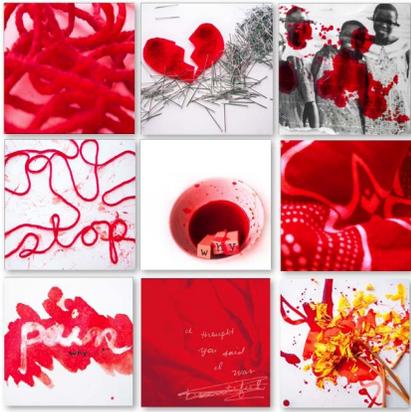
ILLUSTRATION EXPERIMENTATION.

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



#	Criteria	% of grade
1.	Formal Qualities. Composition & Cohesion of collection of illustrations. [Elements & Principles of Design]. Examples include: ___.Compositional qualities (layering & balance). ___.Line Shape, Texture, Space, Color, Balance, Symmetry, Space, Rhythm, Scale, Contrast, Value. ___.Color Pallet includes students own mixed colors and not the default colors. ___.Has the student successfully solved the compositional qualities of the work?	20%
2.	Experimentation, Originality, Visual Language, Forms, Experimentation with Illustration Techniques, Risk-taking. 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%
3.	Activation of Concept and Illustrations.	15%
4.	Visual Presentation, Followed Submission Instructions. Examples include: ___. Did student upload their work in a thoughtful manner considering presentation as a significant element of communication? ___. Did student upload file types that are readable to multiple viewers, PDF format?	20%
5.	Design Process + Design Thinking + Craft, Printing, & Technical Skills. Is evidence of the design process present? ___.Did student experiment with their design process during the assignment? 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.? ___. Did student experiment with proper techniques? ___. Is work the correct resolution? ___.Was art created in the proper program? Design process can include brainstorming, visual research, aesthetic awareness, variation experimentation, "formstorming", different design techniques [Kit of Parts], etc. See <i>Graphic Design Thinking</i> and <i>Graphic Design the New Basics</i> , by Ellen Lupton for suggestions.	15%
6.	Self-Driven Critique, Peer Critique, & Studio Culture.	10%
7.	Professionalism + Positive & Critical Thinking + Transfer of learning from assignment to assignment. [This occurs when a student applies information, strategies, and skills they have learned to a new assignment, situation, or context.]	5%
8.	Time Management + Required Experiments. Did student complete all required experiments?	15%
9.	Is Work Late? -20%	

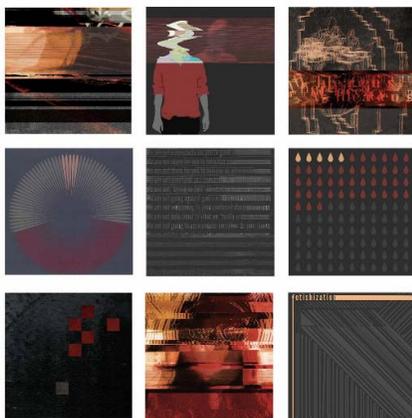
ILLUSTRATION EXPERIMENTATION STUDENT EXAMPLES:



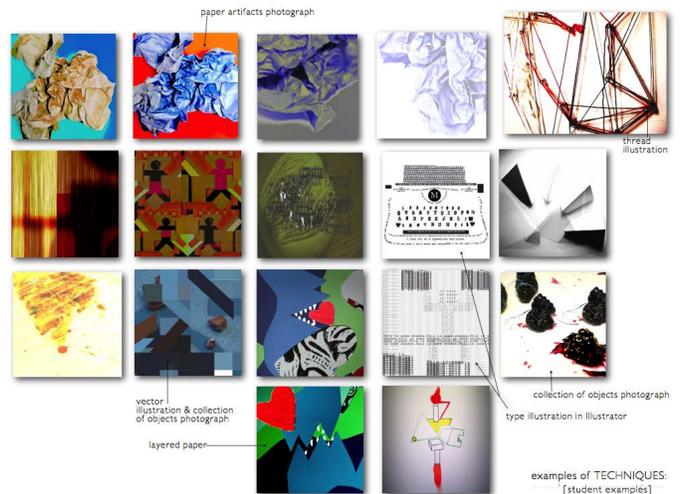
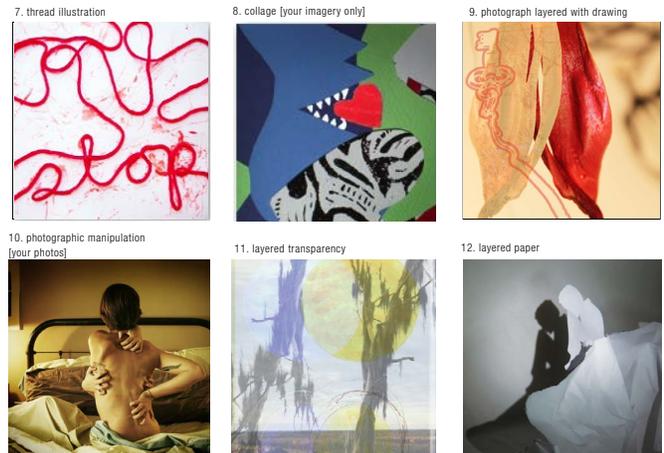
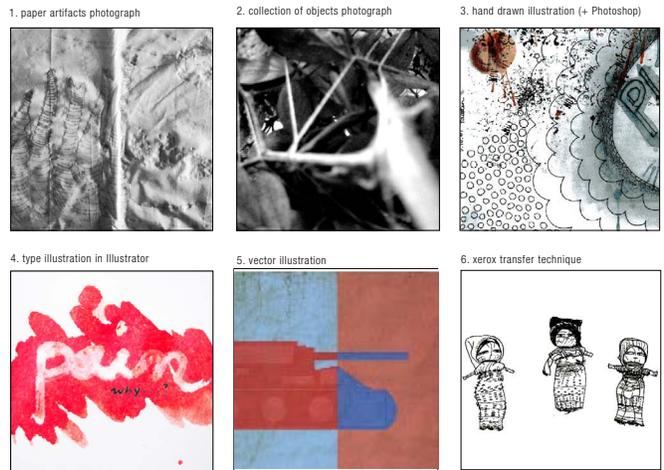
social issue: Genocide



social issue: Body Image



social issue: Identity / Transgender Awareness



examples of TECHNIQUES:
[student examples]