

Generating ideas in publication design

Context

This unit introduces students to the complex world of publication design. It explores the underlying principles, the use of images and illustrations, issues of copyright, client briefs and material outputs. On completing the unit students have to be able to:

- demonstrate a firm grasp of the principles of layout design and spatial arrangement; and
- understand and discuss the history and context of publication design.

Students' courage and confidence in their ability to be creative and innovative is developed in this unit by engaging them in a non-threatening activity where they question assumptions, break established thought patterns by thinking laterally and vertically, and shift perspective.

Learning Activity

Concentrating on the fundamental principles of two-dimensional design and composition, students have to use various media to investigate elements of design such as value, visual weight, form, scale, texture and rhythm. During this investigation students are guided through an exercise designed to enhance their creativity by firstly breaking established

For each two-dimensional design product students are asked a "what if" question, such as "what if we were to turn the white space into black space?". They discuss the possible effects of that change, then came up with "what if" statements of their own. That assists them to think more laterally about two-dimensional design and composition. Students then begin work on their assessment piece. They are posed the question/problem of how to combine common media to produce imaginative and innovative artwork (develop good solutions to challenging problems).

The development of this artwork occurs over two lots of three hours of supervised studio and students are required to produce a finished piece utilising different media that demonstrates at least two key concepts of two-dimensional design (combining common materials in imaginative ways). The tutor has ample time to scaffold student's work, giving them confidence in being able to succeed. The activity demonstrates to each student that they can be creative, thereby building their confidence and courage to be creative and innovative.

Assessment

The finished product (utilising different media that demonstrated at least two key concepts of two dimensional design) was a component of the assessment scheme for the unit. Students were assessed on their application of concepts of two-dimensional design, as well as the extent to which their work displayed a creative and innovative solution.