

# Project Brief

---

<b>Level</b>	One
<b>Unit</b>	Two : Stream 1: Introduction to Design for Publishing
<b>Staffing</b>	Rob Hillier, Phil Gray, Gero Grundmann and Simon Loxley
<b>Briefing Dates</b>	Group A – Tuesday 6 <sup>th</sup> January Group B – Tuesday 20 <sup>th</sup> January Group C – Tuesday 25 <sup>th</sup> November
<b>Crit Dates</b>	Group A – Friday 16 <sup>th</sup> January Group B – Friday 30 <sup>th</sup> January Group C – Friday 5 <sup>th</sup> December

---

**Title**                      **Design for Publishing: An Introduction to Typography 2**

---

## Brief

This project is designed to:

- Introduce you to the right type for the right job
- Develop a basic appreciation of hierarchy and grids
- Develop critical judgement in relation to the function of type.
- Continue to introduce you to InDesign and QuarkXpress.

Typography in all its different guises can influence a person's perception of how they think and feel about an organization or piece of design. What typographic signals are conveyed by the right or wrong choice of typeface? How do you begin to select a typeface that conveys the right personality? Maybe your intuition—on what you presume to be the 'feel' of the typeface? Do you rely on research, investigation, experimentation? Is it a mixture of all four? There are thousands of different typefaces, each with their own distinctive visual qualities. This exercise is designed to allow you to analyse those qualities and have an understanding of their appropriate uses.

## PROJECT REQUIREMENTS

### Choose one personality only

Piet Mondrian   Barack Obama   Jamie Oliver   William Shakespeare  
Vivienne Westwood

**Produce three items that clearly shows through a combination of the typography, the hierarchy of the type and possibly the grid(s), the very nature, and personality of the person you choose to portray. In essence everything you design should be dictated by their characteristics, even down to the**

**format of the piece. Your personality may require a digital presentation, it may be hand drawn or it maybe a mix of these.**

### ***Design formats for your chosen personality***

1. **A typographic identity**
2. **A typographic Private view invitation** for a show about your chosen personality.  
(See below for accompanying text)
3. **A typographic Poster** to promote the show. (See below for accompanying text)

*The copy is not in the right order so you will need to consider*

- how the hierarchy of the text will work on each item
- the placement of all the type within the grid
- the format you choose to work with

### ***Text for Private view invitation***

ON SHOW

Name of chosen identity

Further information 01603 593199

The Gallery is closed on Sunday and Monday

March Show 2009

Sainsbury Centre for Visual Arts, University of East Anglia, Norwich, NR4 7TJ

[www.scva.ac.uk](http://www.scva.ac.uk)

Private view 2/03/09

18.00 – 20.30

3 to 19 March 2009

### ***Text for Poster***

ON SHOW

Name of chosen identity

Further information 01603 593199

The Gallery is closed on Sunday and Monday

March Show 2009

Sainsbury Centre for Visual Arts, University of East Anglia, Norwich, NR4 7TJ

[www.scva.ac.uk](http://www.scva.ac.uk)

Opening hours Tuesday to Saturday 10.00 – 17.00

3 to 19 March 2009

+

**Text relating to chosen identity** (see below)

### **Mondrian**

Piet Mondrian was one of the pioneers of an abstract modernism in the early

twentieth century. Born in 1872 into a Dutch Calvinist family, he began by painting landscapes and flowers, and while these remained his livelihood, his philosophical and artistic asceticism led him to explore new means of expression. He became a member of the Dutch Theosophical Society in 1909 and sought to represent the higher realities of the spirit through symbolism, which he eventually rejected as too limited. In Paris 1911 he was inspired by the Cubists to create new visual composition, and these bore less and less relation to the objective world. Gradually all curved lines were excluded and Mondrian began to use dynamic rectilinear grids and primary colours to represent expansion and unity.

There was no place in painting of this kind for what we call form. Colours were restricted to red, yellow and blue, together with white, black and grey. The three primary colours could not be mixed. They did not all have to appear in any one canvas and a picture might consist of nothing more than a white surface divided by two or three lines. The lines were always black, until 1924 when they were coloured. Such was the nature of the discipline Mondrian felt obliged to impose on himself.

That it was a discipline there is no doubt. Mondrian's of 1911–1914 make it abundantly clear that it was not at all because he wanted to go beyond individuality to achieve universality and perfect balance.

Mondrians represent an extreme. But with a generosity which is not apparent at first sight. They also contain something else, a message of optimism and serenity. At the other extreme is the lyrical painting of Kandinsky. It is between these two extremes that abstract painting has developed.

Henry Meyric Hughes  
Director of Exhibitions

*(300 words)*

## **Barack Obama**

Obama was born in Hawaii on 4 August 1961, to a black Kenyan father and white American mother. In the 2004 Democratic Party National Convention keynote speech, which launched him on both national and international platforms, Obama revealed that he felt that his presence on the stage was “pretty unlikely” considering the fact that his father had been “a foreign student, born and raised in a small village in Kenya” who “grew up herding goats” and “went to school in a tin-roof shack.”

In fact, Obama's parents separated when he was two years old, and later divorced. His mother remarried when he was six and they moved to Indonesia, but Obama moved back to Hawaii to live with his grandparents and attend school at the age of ten. However, despite the fact that he last saw his father in 1971 and that his memories of his father derive mainly from photographs,

Obama has struggled to overcome adversity throughout his life. After studying

political science with a specialisation in international relations at Columbia University in New York and working for three years as a community organiser in Chicago, Obama left to attend Harvard Law School. Obama has commented that his experience serving in the community imbued in him a sense of “a larger American story” and that he went to law school in order to be able to do the things that he could not achieve through grass roots activism.

Throughout his campaign to become leader of the Democratic Party, Obama has made many references to the fact that he did not use the law degree he gained in 1991 to become a corporate lawyer, instead choosing to work as a civil rights lawyer in Chicago. His experience at the Chicago civil rights firm, Miner, Barnhill & Galland, representing, amongst others, victims of discrimination, led him to run for the Illinois State Senate.

Colin Powell  
Director of Exhibitions

*(312 words)*

### **Jamie Oliver**

Jamie Oliver was born in Clavering, Essex on 27 May 1975. He is responsible for making cooking cool. Voted the sexist chef on television, his cooking shows are broadcast in over 50 countries and his cookbooks are bestsellers worldwide. He is the self-proclaimed ambassador for British cooking whose diners include Prime Minister Tony Blair and Prince Charles.

Jamie developed his fascination for all things food at his parents' restaurant in Essex. After leaving school he attended the Westminster Catering College, before travelling to France to further his skills. On his return he landed the job of head pastry chef for Antonio Carluccio at The Neal Street Restaurant. Jamie's next move was to the River Café, where he stayed for three and a half years, fine-tuning his skills under the guidance of Rose Gray and Ruth Rogers.

Spotted in the background of a documentary about the restaurant, it wasn't long before the editors of the show focused in more and more on this cheeky young Chef. He soon became the hottest celebrity chef on the circuit and his programme, 'The Naked Chef', revolutionised TV cooking shows – even though he was fully clothed!

His cheeky manner and down to earth personality have won him legions of fans around the world. Indeed, he is responsible for re-introducing the word 'pukka' to the wider world.

Jamie is also a chef that likes to take risks – he set up 'Fifteen Foundation', a charity which trains unemployed young adults to become professional chefs, and gambled over a million pounds of his own money on its success. The accompanying TV series and book were both huge successes. His efforts to improve school meals saw him take on the British Government as well as the unenviable task of convincing schoolchildren to give up fast food. Again, the

success of Jamie's mission was huge and major steps were taken to improve the quality and variety of food on offer in schools. Jamie continues to make his own brand of cookery shows, which recently saw him travelling around Italy in a camper van in search of real Italian recipes.

Julia Osgood  
Director of Exhibitions

(351 words)

### **William Shakespeare**

Shakespeare was born in Stratford-upon-Avon, Warwickshire, in 1564. All that is known of Shakespeare's youth is that he presumably attended the Stratford Grammar School, and he married Anne Hathaway in 1582. Very little is known about his life, but by 1592 he was in London working as an actor and a dramatist. Seven years later Shakespeare is recognized as an actor, poet and playwright, when a rival playwright, Robert Greene, refers to him as "an upstart crow" A few years later he joined up with one of the most successful acting troupes in London: The Lord Chamberlain's Men and they built their own theatre across the Thames, south of London, which they called "The Globe." Between about 1590 and 1613, Shakespeare wrote at least 37 plays and collaborated on several more. His plays were comedies, histories and tragedies. His 17 comedies include *A Midsummer Night's Dream* and *The Merry Wives of Windsor*. Among his 10 history plays are *Henry V* and *Richard III*. The most famous among his 10 tragedies are *Hamlet*, *Othello*, and *King Lear*. Many of these plays were very successful both at court and in the public playhouses. Shakespeare's best-known poems are *The Sonnets*, first published in 1609.

Shakespeare's plays began to be printed in 1594, probably with his tragedy *Titus Andronicus*. This appeared as a small, cheap pamphlet called a quarto because of the way it was printed. Eighteen of Shakespeare's plays had appeared in quarto editions by the time of his death. Another three plays were printed in quarto before 1642. In 1623 an expensive folio volume of 36 plays by Shakespeare was printed, which included most of those printed in quarto. None of Shakespeare's manuscripts survives, so the printed texts of his plays are our only source for what he originally wrote. The quarto editions are the texts closest to Shakespeare's time. Some are thought to preserve either his working drafts (his foul papers) or his fair copies. Others are thought to record versions remembered by actors who performed the plays, providing information about staging practices in Shakespeare's day.

In 1613, Shakespeare retired from the theatre and returned to Stratford-upon-Avon. He continued to write until his death in 1616 on the day of his 52nd birthday.

Julia Osgood  
Director of Exhibitions

(374 words)

## Vivienne Westwood

Westwood was born Vivienne Isabel Swire in Glossop, Derbyshire, on 8 April 1941. Her father came from a long line of cobblers, her mother made a living in the local cotton mills. "I lived in a part of the country that had grown up in the Industrial Revolution. I didn't know about art galleries until I was 17. I'd never seen an art book, never been to the theatre." She describes herself, modestly enough, as "an attractive child to other children. I was adventurous, high-spirited and clever."

When she was 17, her parents moved south, to Harrow in Middlesex. Westwood worked in a factory for a short while and then went to teacher-training college and taught for a year before marrying. The marriage lasted three years, with Vivienne continuing to teach while making jewellery, which she sold on a stall in Portobello Road. At around this time she met Malcolm McLaren and he led her into the underground of the late 1960's street. He lectured her on the political power of art and liberated her creative desires from their bondage in working class conformity. Westwood became a subversive seamstress of pop. Her first designs hung in Let it Rock on the King's Road in 1971. Five years later the boutique, now named Sex, sold ripped T-shirts, chains and assorted bondage gear and Westwood was dressing Johnny Rotten and the Sex Pistols.

The punk storm drove Westwood before it, putting her at the forefront of street culture but, as the drugs wore off and the hangover kicked in, Westwood was left thinking "what next?"

Pirates were the answer. The early 1980s was the time of the New Romantics, an urban arts scene that eschewed gender distinctive dress to delight in the theatre of courtier costume and whirls of eyeliner. Catching their mood, Westwood looked back to the 19th Century for her first collection, which she called Pirates.

Vivienne Westwood now has an OBE – she famously twirled knickerless in a full tartan skirt outside Buckingham Palace after receiving the award – confirming her status as a national treasure.

Susannah Frankel  
Director of Exhibitions

*(347 words)*

---

## Unit Two Aims

*To develop:*

- 1 To further develop your awareness and understanding of the design process applied to a range of Typographic Design disciplines.
- 2 To further develop appropriate research and analytical skills.

- 3 To further develop conceptual and creative thinking and visual and oral language addressing Typographic Design problems.
- 4 To further develop an appreciation of the cultural and contextual factors that affect the range of Typographic Design disciplines.
- 5 To further develop the questioning approach to Typographic Design practice.
- 6 To appreciate the possibilities for personal development offered by the core subjects.

### **Unit One Learning Outcomes**

*On completion of this unit you will be able to:*

- 1 Demonstrate an awareness of the range of possibilities within Typographic Design.
- 2 Utilise appropriate research skills relating to Typographic Design solutions.
- 3 Utilise a range of creative and conceptual skills in the practice of Typographic Design.
- 4 Appreciate the historical and cultural factors influencing Typographic Design practice.
- 5 Question and challenge current design theory and practice.
- 6 Select one of the core subjects for further study

### **Assessment Requirements**

- 1 A “typographic” workbook containing evidence of research, typographic design and idea development.
- 2 A typographic identity, private view invitation and poster based on your chosen personality.

Project Work      100%

### **Assessment Criteria**

- |   |                 |
|---|-----------------|
| 1 Research and analytical skills            | (LO2, LO4)      |
| 2 Conceptual and creative practice          | (LO1, LO3)      |
| 3 Organisational and time management skills | (LO3, LO5)      |
| 4 Realisation and presentation skills       | (LO1, LO3, LO5) |

### **Recommended Reference Material**

**Key text :** Kane, J. *A Type Primer*  
 Craig, J. *Basic typography A Design Manual*

Set in Sylexiad Sans Medium