Due Friday March 20

Supplies
Bring all supplies to class.

Reading
Ellen Lupton and Paul Rand essays on logos (see link on blog).

Blog 06
Discuss the two logotypes that you posted for Blog 05 in light of the design considerations presented in the Ellen Lupton and Paul Rand readings. Write at least two complete paragraphs on each of the two logotypes you chose (four paragraphs total). Be sure to make specific reference to the readings. And be sure to mention how, if at all, the readings changed your view on the logotypes.

Project 06
Logotype Design. Using your four-letter word as a starting point, you will create a total of twenty different logotypes. A logotype uses mainly type to get its point across (ie, FedEx). Logos use mainly images (ie, the NBC peacock). You are designing logotypes.

Project 06 instructions. Read through before starting.

Logotype Design

1. Brainstorm! In your sketchbook, create a list of (at least) ten companies, organizations, products, musical groups, etc., that you feel inspired by or connected to.

2. From your list, choose two that you feel have the most potential for you. For each of those two, create a list of ten attributes/characteristics that you associate with each one (twenty total). (Example: Apple Computers. Attributes might include: elegant, design, technology, fast, new, smart, clever, everywhere, easy to use, fun. Repeat with another chosen company.)

3. Your job is to design logotypes using your four-letter word for an imaginary business/product/service. Imagine your 4-letter word is the name of a company, product, musical group, ice cream flavor, etc. You will create logotypes using your word that communicate the attributes from step 2 and are visually memorable. (Example: Chosen company is Apple Computers, four-letter word is “Hoop.” Design new logotypes for a shampoo named ‘Hoop’ that projects the same attributes as Apple Computers. Repeat with second chosen company.)

4. Using pencil and tracing paper, create sketches of logotypes using your four letter word. Create 20 sketches, ten inspired by one company’s attributes and ten inspired by the other. Each sketch should be no more than 3 inches wide. Logotypes must work in black and white ONLY. The logotypes can be variations; they don’t need to all look completely different, but they should be different ideas, not just font variations of the same thing. Sketches should look finished, not scribbly. Yes, you can (and should) trace. NOTES: Work ONLY with our five class typefaces (Garamond, Bodoni, Baskerville, Century, and Helvetica) to create your logotypes. Look for & create geometric and formal relationships using the letterforms. Think about ways to visually represent the desired attributes using type and space ONLY. Your logotype ideas should rely on the visual qualities of typography and the relationships between letters. DO NOT add any pictures to your design. Resist the urge to decorate. If your logotype makes us recognize your theme word in a new, memorable, and thoughtful way, you will have done good work. Use specific fonts, not approximations. Remember each font has character.

5. Mount your sketches on two sheets of 9x12in Bristol (one sheet per chosen company). Write your name on the back of each sheet. You will present your work to the class next week and we will develop your best ideas in class using the computer.

6. Write a 2-3 paragraph analysis discussing your concepts, the ways you expressed your attributes from step 2 in your logotypes, what kind(s) of contrast you used to support your design, what you learned in this assignment. Along with the analysis, type up your lists of companies and attributes from steps #1&2. Finally, identify the typefaces you used for the logotypes, including the type size. For example, Century Italic 36pt. Be sure your name is on all materials.

7. Think you’re a graphic designer? Does your written work look like you are? Design counts!

8. Put all of your work (2 sheets of Bristol with ten sketches per sheet, analysis, brainstormed list of companies, lists of attributes, typeface identification) in a 10 x 13 envelope with your name on it.
BASIC GRAPHIC COMMUNICATION: DESIGN AND ADVERTISING LAYOUT

Grading Rubric for Design Project 06, Logotype Design

<table>
<thead>
<tr>
<th></th>
<th>Exceeding 4/A</th>
<th>Meeting 3/B</th>
<th>Approaching 2/C</th>
<th>Not Meeting 1/D</th>
<th>Failed 0/F</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following Directions</td>
<td>Assignment is completed as requested, with additional supplemental material or attention to detail.</td>
<td>Assignment is completed as requested, with no components missing.</td>
<td>Assignment has a missing or incomplete component.</td>
<td>Assignment has multiple incomplete components.</td>
<td>Assignment has more than two components missing or incomplete.</td>
<td></td>
</tr>
<tr>
<td>Sketches</td>
<td>Sketches fully explore design possibilities of assignment.</td>
<td>Sketches begin to explore design possibilities of assignment.</td>
<td>Sketches do not explore design possibilities of assignment.</td>
<td>Incomplete or missing sketches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept and Design</td>
<td>Work fully solves problem outlined in assignment. Principles of design and composition are used to make visual elements sing. Shows skill, thought, originality, and expressiveness.</td>
<td>Work adequately solves problem outlined in assignment. Principles of design and composition are used to make visual elements work well. Shows skill and thought.</td>
<td>Work begins to address problem outlined in assignment. Principles of design and composition begin to make visual elements work well. Shows thought.</td>
<td>Work does not adequately address problem outlined in assignment. Principles of design and composition are rarely employed to bring project together. Shows very little thought.</td>
<td>Work does not address problem outlined in assignment. Principles of design and composition are not employed to bring project together. Shows no thought.</td>
<td></td>
</tr>
<tr>
<td>Effort, Presentation &amp; Neatness</td>
<td>Work shows strong growth by student compared to previous work. Care and attention are paid to detail, quality, and consistency of work. Effectiveness and impact of design is enhanced by presentation.</td>
<td>Work shows good growth compared to previous work. Doesn't look rushed. Care is taken. Free from mistakes that distract from the effectiveness and impact of design.</td>
<td>Some growth shown compared to previous work. Looks rushed at times. Mistakes distract from the effectiveness and impact of design.</td>
<td>Little growth shown compared to previous work. Frequently looks rushed. Effectiveness and impact of the design is diminished by poor presentation.</td>
<td>No growth shown compared to previous work. Looks rushed. Work shows deficiency with tools and materials.</td>
<td></td>
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<tr>
<td>Analysis -- attributes are listed? typefaces are noted?</td>
<td>Analysis demonstrates an exemplary ability to analyze and interpret the assignment. It is typewritten with no spelling errors. Attributes are listed, typeface callout is correct.</td>
<td>Analysis demonstrates a competent ability to analyze and interpret the assignment. It is typewritten with no spelling errors. Attributes are listed, typeface callout is correct.</td>
<td>Analysis demonstrates a developing ability to analyze and interpret the assignment. It is typewritten with few spelling errors. Attributes are not fully noted. Typeface callout has some errors.</td>
<td>Analysis demonstrates a deficiency in the ability to analyze and interpret the assignment. It is typewritten with frequent spelling errors. Attributes are incomplete. Typeface callout is missing or incomplete.</td>
<td>Analysis missing, incomplete, unreadable, or illegible. Attributes missing. Typeface callout is missing or incomplete.</td>
<td></td>
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TOTAL

20=A, 15=B, 10=C, 5=D, <5=F

<table>
<thead>
<tr>
<th>BLOG 06</th>
<th>4–Excellent</th>
<th>3–Good</th>
<th>2–Fair</th>
<th>1–Poor</th>
<th>0–Failed</th>
</tr>
</thead>
</table>

Spring 2015
ART 2050 section WF, Fridays 1:15–5pm

Prof. Zoë Sheehan Saldaña
Email: zoe.sheehan@baruch.cuny.edu, Office: VC7-235
Office hours: Thursdays 12:30–2:15pm & by appointment