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Training & Employment Authority

Module Descriptor
Graphic Design

Award Type: Minor
Award Level: 3
Award Code: 3N0584
Validation date: 30th November 2012

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to use text and images to produce simple items of print communication to communicate an idea.

Module Duration: The learning effort required from a typical learner to successfully achieve the state learning outcomes for the module is 50 hours

Learning Outcomes: By the end of this module, the learner will be able to:

1. Describe the processes involved in the production of graphic and textual printed materials

2. Identify a range of printed material which combines text and image to communicate an idea or information

3. Use a range of typographical standards including different typefaces, spacing of words, varying lines, columns, gutters

4. Use a variety of graphic design techniques including tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter-form or word

5. Construct simple graphic images which clearly communicate an idea using a variety of media techniques

6. Produce written text for publication using correct spelling, punctuation, sentences, paragraphs and layout

7. Use a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea

8. Produce a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost.

Key Learning Points

Learning Outcome 1: Identify a range of printed material which combines text and image to communicate an idea or information
Key Learning Points
• Defining graphic design • Identifying publications that have both text and image, for example, brochures, business cards, letterheads, flyers, posters and newsletters • Recognising the function of text in printed material • Recognising the function of image in printed material • Advantages of combining text and image to communicate an idea or information • The four principles of design • The five elements of design

Learning Outcome 2: Describe the processes involved in the production of graphic and textual printed materials
Key Learning Points
• Brainstorming and mind-mapping initial idea • Analysing the audience/target group • Determining the purpose of the message of the material • Deciding where and how the message will appear (whether it will be a printed publication, presentation, or web site) • Organising text and graphics • Choosing an appropriate format and layout • Selecting appropriate typefaces, type sizes, type styles, and spacing • Adding and manipulating graphics • Proofreading • Refining and fine-tuning • Printing

Learning Outcome 3: Use a range of typographical standards including different typefaces, spacing of words, varying lines, columns, gutters
Key Learning Points
• Elements of typography, to include typefaces and fonts, legibility and style, and abstract elements • Using a range of typefaces and fonts, for example, Arial, Times New Roman, Helvetica • The structure of type, for example parts of a line of type • Applying specific attributes within a typeface (typestyle), to include italic, bold, condensed, expanded • Using character and word spacing, for example kerning and tracking • Spacing lines using, for example, leading

- Laying out pages using grids and columns, from a simple grid consisting of a single column to a five-column grid
- Spacing columns of text in a page layout using for example, gutters and alleys

Learning Outcome 4: Use a variety of graphic design techniques including tracing, enlarging and reducing images, overlaying or shadowing to manipulate an image, letter-form or word
Key Learning Points

- Demonstrating the elements of design using effective mark-making techniques such as gestural marks/scribbling, cross-hatching and dot stippling
- Experimenting with a variety of colour media, for example, watercolours, gouache, acrylic, felt-tip pens, markers, ink and coloured pencils
- Experimenting with a variety of tools, for example compass, adjustable set square, flexible curve, paint brushes of varying size and type (round, flat and filbert)
- Experimenting with a variety of material surfaces, for example, watercolour paper, cartridge paper, translucent and textured
- Using tracing techniques to develop a design
- Identifying component shapes and positive and negative space
- Exploring scale using enlarging and reducing techniques
- Exploring 3D effects, colour, and contrast using layering and overlaying techniques
- Experimenting with shadowing techniques, for example, natural, drop and reflection shadow to explore movement and depth

Learning Outcome 5: Construct simple graphic images which clearly communicate an idea using a variety of media techniques
Key Learning Points

- Sketching ideas using a variety of mark-making techniques such as gesture/scribbling, stippling and cross-hatching
- Sketching ideas using a variety of colour media, for example, felt-tip pens, pencil, paint and markers
- Gathering source material, for example, sketches, photographs, images from magazines, internet
- Using tracing and overlaying techniques to develop and progress the design image
- Experimenting with physical layering of graphic elements, for example, working in relief, cutting and folding, creating 3-D packages
- Producing and evaluating graphic images
- Testing the effectiveness of graphic images in terms of visual communication with peers and members of the public
- Developing teamwork skills throughout the graphic design process
- Health and Safety considerations when using when using tools, equipment and materials

Learning Outcome 6: Produce written text for publication using correct spelling, punctuation, sentences, paragraphs and layout

Key Learning Points

- Producing text using longhand writing
- Producing text using a word processing application
- Spell checking document
- Using basic rules of correct punctuation, to include commas, full stops, colons, semi-colons
- Using basic rules of correct sentence structure
- Organising text into paragraphs correctly
- Arranging layout in a logical, clear, easy to read manner
- Proof reading document

Learning Outcome 7: Use a range of printing techniques to produce items which are appropriate to content, target audience and purpose and clearly communicate a message or idea

Key Learning Points

- Identifying a range of printing techniques, such as offset lithography, engraving, thermography, reprographics, digital, wood block, lino, letterpress, flexography, screen, embossing, die cut, lamination, varnish, foil
- Identifying a target audience
- Demonstrating knowledge of target audience
- Communicate a particular idea or message effectively using a variety of techniques
- Using printing techniques appropriate to the content and purpose of item being produced

Learning Outcome 8: Produce a document consisting of graphic and textual elements within an agreed time scale and with due regard to cost.

Key Learning Points

- Using both textual and graphic elements to form a document, for example, a poster, flyer, brochure, or newsletter within a given time frame
- Applying elements and principles of design to documents
- Applying typographic and graphic elements, and standards to documents
- Inputting text and image to documents
- Formatting text and images
- Producing a final document
- Completing tasks within agreed time frames
- Estimating the cost of producing document

Assessment Specification

Award Title	Graphic Design
Award Type	Minor
Framework Level:	3
Award Code:	3N0584
Credit Value :	5

Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
LO1	Knowledge	Portfolio	5%	Exercise E1	Exercise Sheet
LO2	Knowledge Skill	Portfolio	10%	Activity A3	Activity Sheet
L03	Knowledge Skill Competence	Portfolio	10%	Activity A3	Produced Artefact
L04	Knowledge Skill Competence	Portfolio	15%	Activity A2	Produced Artefact
L05	Knowledge Skill Competence	Portfolio	15%	Activity A1	Produced Artefact
L06	Knowledge Skill Competence	Portfolio	10%	Activity A3	Produced Artefact
L07	Knowledge Skill Competence	Portfolio	5% 5% 5%	Activity A1 Activity A2 Activity A3	Produced Artefacts
L08	Knowledge Skill Competence	Portfolio	20%	Activity A3	Produced Artefact Activity Sheet

Suggested Learning Methodologies

- Brainstorming
- Practical work training
- Active research
- Activities and Exercises
- Portfolio
- Discussion
- Presentation
- Knowledge Sharing
- Skills Demonstration
- Skills Exchange
- Storyboard

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager.

- A workspace with as much natural light as possible
- Sink
- Computer with Internet access
- Printer
- Scanner
- Camera
- Pencils ranging from HB through to 6B
- Charcoal – Willow and Compressed
- Pencil Sharpeners
- Eraser – White plastic erasers (Staedtler)
- Acrylic paint
- Gouache paint
- Masking tape
- Palettes
- Containers for water
- Felt-tip pens
- Chalk pastels
- Wax Crayons
- Colouring pencils
- Fixative spray
- Repositionable adhesive spray
- Double sided adhesive tape
- Ink – small bottle of Black India ink

- Paint brushes – Flat, Round, Filbert (varied sizes)
- Ruler 30cms
- Trimmer
- Set square
- Compass
- Flexible curve
- Craft knife
- Scissors
- Glue stick
- PVA glue
- Dry-mount aerosol adhesive
- Paper – Cartridge and Sugar (varied size and colour)

Suggested Learning Resources

Books

Dabner, David, *Design and Layout*, Chrysalis Books, 2003

Hochull, Jost, and Kinross, Robert, *Designing Books: Practice and Theory*, Princeton, 2004

Holls, Richard, *Graphic Design: A Concise History* (World of Art series), Thames and Hudson, 1994

Roberts, Lucien, and Thrisft, Julia, *The Designer and the Grid*, Rockport, 2002

Websites

www.speardesign.ie/

www.youthedesigner.com/

www.graphicsngraphicdesign.com

www.designbeginshere.com

www.sixrevisions.com/resources

http://designm.ag/inspiration/portfolio-sites/

Location of Learning Resources

All of the resources mentioned below are available in the **Learning Resource Pack for Graphic Design**, which can be found on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from the link: http://www.ecollege.ie/site/home.html

The resources contained in this Learning Resource Pack will enable learners to meet the requirements of the module learning outcomes. Please refer to the **Table of Contents** in the Learning Resource Pack for a list of the resources that apply to each learning outcome. In addition, these resources will address the development of the learner's generic skills as outlined in the following sections:

Generic Skills: Literacy

The learners will create and maintain a Personal Folder/Sketchbook during the development of the course in order to build a resource of materials and items of interest. This should include personal sketches, collected images and/or pieces of texts.

At the end of every week the learners will complete a short **Weekly Reflective Shee**t in order to reflect on their learning and progress during that week. This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Drawing. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Graphic Design. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

Each learner will set up and maintain a Learning Folder where they will store
- Learning journal
- Research materials
- Instructional materials
- Evidence of developing drawing skills

Updating and maintenance of the learning folder will be supervised by the tutor and should be assessed at regular intervals to reinforce learning and support continuous self-assessment by the learner.

Generic Skill: Numeracy

Learners will practice using a calculator, identifying and locating all keys needed to carry out basic calculations.

Learners will use practical mathematical instruments such as rulers, measuring tapes and set squares, where relevant.

Generic Skill: Teamwork and Communications

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide.**

Learners will take part in a **Teamwork Exercise** by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the **Team Review Sheet** after completing the Teamwork exercise.

The tutor will facilitate ice-breakers and warm-ups for learners which will promote interaction. Exercises in communication between learners should be implemented to demonstrate the potential of drawing as an interactive tool.

Recommended by: _____
　　　　　　　　　　　Manager Training Policy Development and Support

Approved by: 　　　_____
　　　　　　　　　　　Director Training Policy Development and Support