**Course Thematics**

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| Title: Communication Design 1. / Print | | | | |
| Tutors of the course, contact: Nagy László ([nagy.laszlo@g.mome.hu](mailto:nagy.laszlo@g.mome.hu))Borbás Márton ([marci@harom.studio](mailto:marci@harom.studio)), Simon Péter ([simon.peter.bence@g.mome.hu](mailto:simon.peter.bence@g.mome.hu)) | | | | |
| Code:  ER-GRA-BA-202102-03 | Curriculum place: BA | Recommended semester: 2. | Credit: 10 | Number of Lessons: 48  Student working hours: 102 |
| Related Codes: | Type: balanced | Can I add as custom? No | In case of free choice, special prerequisites: | |
| Course relations (prerequisites, parallels): Design Basics | | | | |
| **The aim of the course:**   * Acquisition of basic graphic design skills in the professional areas of communication design   **Principles of the course:**   * Practical situations * Problem-focused approach * Process-oriented methods * Integrated professional specifics and theoretical knowledge | | | | |
| **Learning outcomes**  **(professional and general competencies to be developed):**  **Knowledge:**   * Knows the basic idea development, evaluation and selection methods of design graphics * Understands the different stages / phases of the creative / design process and how these are realized in your own creative / design work * During students' design / creative activity he/she steps out of the usual frameworks and develops new concepts and innovative solutions. * Students has a basic level of professional and technical knowledge to realize their design / creative / artistic ideas * Students knows the most important presentation tools, styles and channels used in his profession * Students has a basic knowledge of rhetorical forms and styles * Students has a basic knowledge of the connections between certain parts of their own art field, as well as other art branches and other disciplines, especially economic, health and social, and (info) technology disciplines * Students has a basic level of professional and technical knowledge to realize their design / creative / artistic ideas   **Ability:**   * Able to work consciously and creatively during the graphic design creative practice, to identify and solve routine professional problems * Through students acquired knowledge able to integrate social, cultural, artistic, political, ecological, economic and ethical aspects in their design / creative activities * It forms a well-informed opinion about design graphics concepts and solutions * Collects and interprets relevant data to develop design / creative concepts * They are able to make effective use of the technical, material and information resources on which its activities are based * Through students knowledge able to apply the appropriate tool, method and technology for the given design / creative process to implement their plans * Based on the experience gained during their studies, students are able to analyze, process and manage the knowledge material, and students are able to enforce a critical attitude within his own branch of art   **Attitude:**   * Students consciously thinks about the social aspects of his works * Students participates openly and communicatively in the design or shaping of projects   **Autonomy and responsibility:**   * Students are independently informed and implements their own artistic concepts * It mobilizes your knowledge and skills in situations according to different technical requirements * Students accepts and authentically conveys the social role and values ​​of their field | | | | |
| **Topics to be processed within the course:**   * Visual communication * Publication design * Illustration * Print based infodesign * Basic design methodological issues * Peculiarities of the mechanism of action of print media * Print-based manufacturing technology * Desktop Publishing (DTP) Basics | | | | |
| **Peculiarities of learning organization / process organization:**   * The nature of each session and their schedule in the case of several teachers, even indicating the division of the teacher's contribution: Task description, topic consultation, description of goals and expectations (seminar, consultation) * Expertise, methods of topic research (seminar) * Professional and technical specifics (seminar) * Extension of knowledge related to the topic and development of the criteria system (lecture, seminar) * Problem map and analysis (consultation) * Conscious structure of the planning process (consultation) * Concept development (consultation) * Impact analysis, test phase (consultation) * Sketch design presentation (seminar) * Technical implementation, modeling, prototype (workshop)   **Students' tasks:**   * Active participation in seminars and consultations * Independent preparation and presentation on a topic issued by the course instructor * Documentation and presentation of the topic research, concept and design process in the form of a presentation * Professional technical preparation of the plans for printing and modeling   **Learning environment:**   * classroom * external location * workshop | | | | |
| **Evaluation:**  **Requirements to be met / Presentation showing:**   * Topic research * Concept design * Phases of the design process * Documentation of finished plans * Presentation of a model / prototype * Submission / upload of the design documentation by the specified deadline and according to the specified technical parameters * Making and submitting a mock-up / prototype in photographic quality * Active participation in lessons min. 60%   **Evaluation method:**   * Oral answer, presentation   **Evaluation criteria:**   * Coherence of the research-design-implementation process * The end result is a functional, aesthetic quality | | | | |
| **Calculation of grade:**   * Process (quality level of the entire design process and documentation) - 50% * Product (aesthetic quality of the finished design, mock-up / prototype and documentation) - 50% | | | | |
| **Required reading:**   * Derek Yates, Jessie Price: Communication Design: Insights from the Creative Industries, 2015, Bloomsbury * Jonathan Baldwin, Lucienne Roberts: Visual Communication - From Theory to Practice, 2006, Bloomsbury * Gavin Ambrose: Design Thinking for Visual Communication, 2017, Bloomsbury Sophie Cure and Aurélien Farina: Graphic Design Play Book - An Exploration of Visual Thinking, 2019, Laurence King * Josef Müller-Brockmann: Grid systems in graphic design - A visual communication manual for graphic designers, typographers and three dimensional designers, 1996, Niggli | | | | |
| Further information: | | | | |
| Recognition validation of knowledge acquired previously: | | | | |
| Extracurricular consultation dates and locations: | | | | |

GraphiCard

**Course type:**

Communication Design – Print

**Supervisor:**

Nagy László, Marcell Tamás

**Technical Support:**

Szili József

**Task Release:**

30/03/2021

**Course dates:**

Week 9–14

Tuesday, Thursday: 13:40–16:30

**Location:**

Week 9–14:Online

Shape 2

**Topic**

// Designing a card-based board game in the field of design graphics

and typography theory

// design areas: game design, packaging

Shape 5

**Content:**

Basic knowledge of design graphics and typography can be interesting and important not only for those working in the profession, but for all those who deal with design art. Acquiring this theoretical body of knowledge can seem tedious or difficult at first glance. Understanding these many complex content and contexts can be facilitated by a card-based board game.

https://www.forrestgoods.com/shop/the-design-deck

Students will begin card game design after the first week of a professional introductory presentation on packaging design, card-based board games, and online and offline game design.

For a board game, 52 pieces of cards and the visual and content concept of the related image must be developed. The theoretical content of the cards is given to the students in advance. Finally, the complete packaging of the board game is designed, which must be presented in a 1:1 playable model at the end of the task.

Shape 4

**Completion of the task**

**1. Topic research**

+ To get acquainted with the theoretical connections of the history of design graphics and typography

+ Comparison of toy and packaging types

+ Description and comparison of packaging and board game impact and case studies

+ Analysis and presentation of domestic and international packaging and board game examples

**2. Concept design**

+ Content concept development

+ Defining media, visual interfaces

+ Integrating the elements of the concept into the system

+ Creating the visual character of the project

= Preparation of sketch and visual plans that show the complete conceptual structure of the project

**3. Implementation**

* Layout
* Workshop

+ Prepress

+ Layout, printing

Shape 7

#### Schedule

#### Topic research: from 30/03

#### Concept design: from 13/04

#### Implementation: from 20/04

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Shape 6

**Evaluation**

The evaluation will take place on the last day of the course, at the same time as the final presentations, on **May 6th**.

**Evaluation Criteria:**

// application of basic professional, layout, image processing,

packaging and printing rules

// the interpretability and effect of the visual concept

// consistent maintenance of visual and structural unity

// the quality of the visual designs and presentation