IL?LUSTRACIO

Philip Stanton

Supervising Teacher: Philip Stanton

Group: 1

Code: 105759

Credits: 6 ECTS

Course:

Semester: 2

Typology: Optative

Subject: Means of Expression

Schedules:

Group	Schedules	Teacher
1	Dimarts 11:30 - 15:00	Philip Stanton

Teaching Guide Index

EINA

Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
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Subject Presentation

Brief Description:

What is the Enlightenment?

According to the RAE dictionary, it derives from the Latin: illustrare

Give light, enlighten (to understanding) / instructed, civilizer / Clarify (a point or matter) / Adorn

Illustrate and communicate visually: ideas, concepts, attitudes, 1 environments. Communicating in this case is helping to tell stories directed at specific and specific audiences. The big difference between illustration and fine arts: in most cases the illustrator is working to solve other people's problems as responses to assignments formulated by clients.

Illustration helps to understand a text, product or act / event. It helps to attract the attention of an audience. It can also be an image that helps to consider another point of view on a specific topic.

This subject has a professional and practical orientation, focused on helping each student understand how to confront and respond visually to professional projects (mostly based on real commissions) and at the same time encourage the search for their personal visual voice.

Training Objectives:

The objectives of the subject are:

Develop specific projects within a given delivery time, providing conceptual, technical, formal, etc. solutions based on simulated or real customer demand and requirements.

Learn about collaboration between disciplines. How and when to commission a project from an illustrator, how to choose one and prepare a briefing. Develop analytical skills, detect problems in the application of illustration and provide alternative solutions. Work individually and occasionally in teams of 2 or more people.

Recommendations

In this subject, projects will be developed that combine elements of graphic design and typography with illustrated images, therefore basic knowledge of these 2 disciplines is necessary to be able to make the most of the course. It is also highly recommended to know the most important functions and options of the Adobe Photoshop program, such as scanning with the program, creating and manipulating multiple layers, using tools and filters, etc.

Likewise, if you are already working with Procreate, having a grasp of these concepts is always good.

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Contents and Methodology

Brief Description:

The subject will consist of carrying out several assignments that will have to be developed independently based on the work done in class, which will consist of: Several exercises to be carried out in each class, joint analysis with the group and individual corrections with the teacher on the 'assignment in process'.

The work plan will take a look at the applications of illustration in some of these sectors:

Publisher: Peridiocos

Graphic design: posters, brochures, packaging or others

Advertising: press ads, billboards or others

Multimedia: Television and Internet

Environmental: application of large-format illustration in physical spaces

The type and quantity of assignments presented during the course vary depending on the group of students and the possibility of working on competitions or real projects.

Teaching methodology:

Training activities

In each of these blocks we work on in-class exercises and external assignments to work autonomously. The in-class exercises will be directly related to the external assignments, so class attendance and participation in the exercises is very important.

GUIDED ACTIVITIES

Theoretical classes: master classes and debate in combined groups

ECTS: 15%

Learning outcomes: CE1, CE2

Class workshops on representation and direct observation: assistance in resolving graphic representation difficulties

ECTS: 20%

Learning outcomes: CE5, CE6

Presentation of Works: presentation of results, partial and final results and round of assessments

ECTS: 10%

Learning outcomes: CE2, CE6, CE17

INDEPENDENT ACTIVITIES

Information and documentation: autonomous work of researching sources, collecting information, analyzing and documenting it.

ECTS: 10%

Learning outcomes: CE19

Project development: autonomous work on formulating design programs and their development based on simulated situations and guidelines for the development of the project.

ECTS: 45%

Learning outcomes: CE19

Evaluation

Evaluation system

Continuous evaluation

The objective of continuous assessment is for the student to be able to know their academic progress throughout their training process in order to be able to improve it.
From the second registration, the evaluation of the subject may consist, at the teacher's decision, of a synthesis test, which allows the evaluation of the learning outcomes foreseen in the teaching guide of the subject. In this case, the qualification of the subject will correspond to the qualification of the synthesis test.

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Evaluation

General evaluation regulations

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

Subject-specific regulations

The evaluation criteria for the subject will include:
Punctual attendance at classes, as well as punctual submission of assignments, will be mandatory.

Shows attention and curiosity about class content. Participation in class projects, as well as punctual delivery of main assignments.

Presentation and correction of exercises in class. Participation in group critique sessions.

The participatory attitude, work in (and by) groups, initiative and spontaneous contributions, and individual and collective presentations will contribute to the evaluation.

Total or partial non-presentation of the work as well as repeated and unjustified absence from face-to-face sessions will lead to the qualification of "not presented".

Entries will be judged on a scale of 1 to 10.

Orders will have specific delivery dates that may vary between 1 and 4 weeks. It is possible that

depending on the group's results, some delivery dates may be extended.

Evaluation

Evaluation system

Continuous evaluation

The objective of continuous assessment is for the student to be able to know their academic progress throughout their training process in order to be able to improve it.
From the second registration, the evaluation of the subject may consist, at the teacher's decision, of a synthesis test, which allows the evaluation of the learning outcomes foreseen in the teaching guide of the subject. In this case, the qualification of the subject will correspond to the qualification of the synthesis test.

General evaluation regulations

· To consider a subject passed, a minimum grade of 5.0 will be required.
· Once the subject has been passed, it cannot be subject to a new evaluation.
· A student who has not submitted all evidence of learning or has not attended 80% of classes without having justified the absences will be considered "Not assessable" (NE). In the event of justified absence, the student must contact the teacher upon reinstatement to determine the recovery of the activities that have not been attended.
· In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with a 0, regardless of the disciplinary process that may be initiated. In the event that different irregularities occur in the assessment acts of the same subject, the final grade for this subject will be 0.

Evaluation criteria

The skills of this subject will be assessed through the presentation of projects. 60% of the grade corresponds to the level of resolution, presentation of the documentation that determines it and in the oral defense of the projects. 40% of the grade corresponds to the monitoring of active participation in tutorials, workshops and joint work and correction sessions.

Within this 40%, 10% corresponds to assistance.

Attendance at classes is mandatory; the Design Degree studies are face-to-face. As it is a project

subject, with a progressive delivery schedule, it is very difficult to acquire knowledge and carry out the practices without attending classes in person. Students who have not submitted all the projects and/or final test, or have not attended 80% of the classes without having justified their absences, will not be evaluated. In the event that they can justify their lack of attendance, the student is obliged to notify the teacher to agree on the most appropriate way to recover the topic and exercises carried out during the absence.

Students who do not submit any coursework, whether or not they attended class, will be graded "Not assessable".

Review process
The review can be requested from the corresponding teacher and will be carried out during the week indicated in the school calendar.

In the case of illustration, a visual and verbal presentation of all projects not submitted before the closing date will be required.

Review process

Reassessment process

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Learning outcomes of the subject

Knowledge

Relate visual arts languages to the communicative and expressive possibilities of different artistic techniques. (KT03)

Skills

Apply plastic and expressive qualities in the formalization of design projects. (ST04)

Use the technical and expressive resources of different artistic disciplines to generate images. (ST08)

Competencies

Develop artistic projects in different formats: editions, installations, pieces for exhibition, etc. (CT01)

Combining traditional artistic techniques with digital image manipulation. (CT04)

Learning outcomes of the degree program

Skills

Identify design problems through the analysis of objects, graphic communication elements, and spaces, from a perspective rooted in contemporaneity, universal accessibility, and equal opportunities.

Apply plastic expression skills and knowledge of materials and production technologies in accordance with the objectives of a design project.

Graphically represent spaces, volumes, planes, and surfaces using the characteristic techniques of design.

Apply ethical and aesthetic criteria and values to design practice, taking into account the formal dimensions of environments and their diversity.

Adapt visual languages, media, and artistic techniques to the communicative goals of each design project.

Make value judgments about design projects by interpreting data and justifying critical analysis using knowledge of graphic communication, space, objects, and reference texts.

Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the Sustainable Development Goals (SDGs).

Apply acquired knowledge to the execution of design and art projects with professional standards,

considering user and audience diversity.

Bibliography and Resources

Bibliography

There is no specific bibliography but during the course we will look at books, links and references to creators such as Goya, Masaccio, Saul Steinberg, Robert Weaver, Titoan Lamazou, Cesc, Tomi Ungerer, Glynn Boyd Harte, David Roberts. Joan Miró, Salvador Dalí, Pablo Picasso, Milton Glaser, Craig Fisher, Stefan Sagmeister, David Carson, Lluïsot, Enrique Flors & Steven Heller, among others.

Resources

Master classes in combined groups, with theoretical frameworks and commentaries on works relevant to the contents of the subject.

Lectures and guided visits.

Development of projects, personal and group, in relation to the contents of the theoretical sessions and work in the classroom / workshop with periodic monitoring.

Periodic presentations of the work