Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
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DISSENY DE CAMPANYES

Esteve Padilla Climent

Supervising Teacher: Esteve Padilla Climent

Group: 1

Code: 105730

Credits: 6 ECTS

Course:

Semester: 2

Typology: Optative

Subject: Design Processes

Schedules:

Group	Schedules	Teacher
1	Dilluns 08:30 - 11:30	Esteve Padilla Climent

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Subject Presentation

Brief Description:

From idea to solution, from concept to formal solution and from creative direction, to art direction or graphic design. The module presents a global look at the creation of graphic communication campaigns. In a global world with a high visual production (pollution), it is necessary to learn to define concepts, propose ideas, messages and clear solutions based on strong concepts in order to become meaningful and persuasive.

Training Objectives:

The objective of the subject is to understand the processes of creating a communication campaign.

From communication we project what society is like. A critical perspective, being responsible and working with social and environmental awareness is one of the keys to the program. Understanding the characteristics and details of each project, the values, benefits, mission/vision, the life cycle and what is the reality in which we work. Understanding this cycle with a critical prism is one of the objectives.

Recommendations

Advanced knowledge of typography and art direction so we can focus on the communication part.
Software: indesign, illustrator, photoshop

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Contents and Methodology

Brief Description:

The module seeks to move away from those preconceived ideas, develop the ability to redefine the problem and generate powerful concepts and solutions.

Technical rigor is the other pillar of the module. Working confidently and consistently with typography and composition, understanding the formal deployment of pieces that a campaign can have and being able to adapt to the reality of each project.

Real examples will be seen, from different eras, styles and groups, seeking representativeness and visibility in the presentation of the cases seen in class.

Teaching methodology:

Practical cases, the assignments are adjusted to solve different points of view and typologies of potential clients and campaigns. The core exercises last between two and four weeks. Each week, in parallel, a short exercise is developed.

Active participation, oral presentation, feedback and debate by the entire group are essential for learning and the dynamic functioning of the class.

Working in a team is a reality in the world of work and a way to enrich, question the discourse and the solutions that are proposed. A different working pair will be created for each of the projects.

We will present at least two different concept proposals. Each concept path must be defended in writing of a maximum of
of 140 words and represented by a set of images. In the concept phase, we can use a moodboard, always
and when it is to show historical contexts and references.

Training activities:

Session 1.
Introduction and presentation of the subject.
— Module 1 Approach (Open Campaign, 20%)
— Brief case study approach (magazine cover design).
This exam will be done continuously each week with a different topic.

Session 2.
— Presentation and discussion of case 1. Oral review, group and public.

Session 3.
— Presentation and discussion of case 1. Oral review, group and public.

Session 4.
— Oral presentation, final submission, conclusion and review.
— Approach to Module 2 (City culture campaign. Identity, 20%).

Session 5.
— Exhibition of Module 2 (City Culture Campaign. Identity)

Session 6.
— Presentation of Module 2 and discussion of case 1. Oral review, group and public.

Session 7.
— Presentation of Module 2 and discussion of case 1. Oral review, group and public.

Session 8.
— Oral presentation of Module 2, final submission, conclusion and review.
— Module 3 approach (Event campaign, series and hierarchies, 20%)

Session 9.
— Exhibition of Module 3 (City Culture Campaign. Identity)

Session 10.
— Presentation of Module 3. Oral review, group and public.

Session 11.
— Presentation of Module 3. Oral review, group and public.

Session 12.
— Oral presentation of Module 3, final submission, conclusion and review.
— Module 4 approach (Campaign, generating concepts, insights and broad formal solutions 20%)
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Session 13
— Module 4 presentation

Session 14.
— Presentation of Module 4. Oral review, group and public.

Session 15.
— Presentation of Module 4 and discussion of case 1. Oral review, group and public.

Session 16.
— Oral presentation of Module 4, final submission, conclusion and review.

Session 17.
— Review series of short exercises.

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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.

80% of the grade will depend on the projects submitted by the students and the remaining 20% of the final grade is class participation, ability to work in a team and evolution in the capacity for formalization and conceptualization during the course.

Review process

Possibility of submitting submitted and unapproved work for a second time, during the last 15 days of the course. With the possibility of achieving a maximum grade of 6.

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Learning outcomes of the subject

Skills

Apply typographic and layout resources adapted to the reading, communicative, and expressive functions of a design project in different contexts. (ST07)

Apply typefaces, demonstrating knowledge of different font families and mastery of letterform structure. (ST07)

Conduct a preliminary analysis prior to project development, identifying the characteristics of the professional design sector and incorporating gender and diversity criteria into the study of the context and stakeholders. (ST02)

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.

Propose design solutions (or solutions in related areas) clearly and precisely, using appropriate vocabulary and techniques of expression and representation.

Structure visual information hierarchically and apply typographic families and font architecture appropriately.

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.

Conduct research with a critical spirit in the field of design and related disciplines, considering innovation, experimentation, and the ongoing renewal of the cultural industries, while promoting equality and democratic values.

Competencies

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

Manage design-related tasks autonomously, planning and organising time and processes in professional and/or academic settings.

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

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Bibliography and Resources

Forget all the rules you ever learned about graphic design. Gill, Bob
tibor Bierut, M. Hudson Press