Step 1
Visual Illustration Tools and Applications

Start your journey towards achieving mastery as a Special FX Technician, 3D Modeler, 3D Animator, or Motion Graphics Artist. Mastery of graphic design applications, techniques, and tools is vital for creative professionals—and a great place to begin.

Competencies

GET THE JOB! IN THIS PHASE, YOU WILL master the following skills:

Managing: Prioritize and utilize resources and techniques to support 3D projects. This includes Gathering assets, time management, and naming conventions.

Ethics: Scrutinize methods and ethical practices to maintain compliance for legal operations. This includes intellectual property, compliance, licensing, legal issues, copyright, and digital citizenship.

Production Standards—Graphics: Adopt habits to support industry-standard graphic design requirements and solve challenges. These standards should be applied to real-world unpredictable situations and include: Illustrations, 2D Animations, texturing, filters, adjustments, selections, masking, format and delivery output, and preparation and/or finishing of graphics for modeling, animation, and special effects.

A detailed checklist of skills you may be required demonstrate is provided on the following page.
Competencies Checklist:
Demonstrate the skills you need to get the job!

Manage:
- Prioritize and utilize resources and techniques to support 3D projects.
  - Gather and/or develop concept art, assets, character sketches, prototypes, environment sketches, storyboard/animatic information, graphics, text, fonts, scene assets, reference materials, and key poses for production.
  - Gather and analyze customer/target audience requirements
  - Demonstrate knowledge of project management tasks and responsibilities.
  - Communicate with others (such as peers and clients) about design plans and progress.
  - Use time management to produce assets according to production schedule.
  - Prioritize and assess critical elements in designing graphics according to requirements, and on schedule.
  - Utilize a digital camera to capture source footage/research data.
  - Practice exceptional File/Scene management, conforming to appropriate naming scheme/conventions, (Projects, Files, Layers, etc.)
  - Select and use applications effectively and productively.

Ethics:
- Scrutinize methods and ethical practices to maintain compliance for legal operations.
  - Organize and maintain compliance, license, and warranty information related to the project.
  - Demonstrate knowledge of copyright and intellectual property protection issues, etc., when creating digital products.
  - Demonstrate knowledge of standard copyright rules for artwork, graphics, and image use.
  - Demonstrate knowledge of legal issues pertaining to copyright (use, fair use, and protection.)
Production Standards—Graphics:

- **Graphic Standards Checklist**—Adopt habits to support industry-standard graphic design requirements and solve challenges. These standards should be applied to real-world unpredictable situations. Specifically, you must understand/explain/show evidence of the following competencies:
  - Understand techniques for creating illustrations – drawing fundamentals, artboards, shading, pencil, pen, anchor points, planning layers to support future animations, etc.
  - Construct digital assets using various features of a digital drawing tablet.
  - Apply the fundamentals of digital & perspective drawing when developing creative assets.
  - Develop surface material textures for 3D models and scenes.
  - Employ design, typography, and color principles, while creating visually appealing graphic images and professional layouts.
  - Manipulate layering techniques to achieve depth.
  - Demonstrate knowledge of graphic resolution, graphic size, vector graphics, and graphic file formats for web, video, and motion graphics.
  - Compose shots using the rule of thirds.
  - Apply transformations, adjustments, cloning, and digital corrections as necessary.
  - Edit/Develop 2D Animations and video in a graphics application.
  - Incorporate appropriate blend modes, alpha channels, filters, texturing, effects, and motion blur appropriately to achieve goals.
  - Demonstrate an understanding of working with brushes, symbols, graphic styles, and patterns.
  - Adjust or correct the tonal range, color, or distortions of an image.
  - Demonstrate techniques for improving design through text formatting, fills, strokes, and effects.
  - Utilize techniques for selections, masks and mattes appropriately.
  - Use selections, guides, rulers and masks appropriately.
  - Prepare, format and/or finish graphics according to modeling, animation, and special effects project requirements.
  - Produce, gather, acquire, manipulate, troubleshoot, optimize, publish and export graphics, concept art, character and environment sketches, prototypes, illustrations, and/or animations according to storyboard/animation information for a variety of purposes.
  - Evaluate and revise graphics designed to increase dramatic or entertainment value of productions.
  - Determine media format and delivery output requirements; identify the differences between file formats, (TIFF, PNG, JPG, GIF, web delivery, PDF, AI, EPS, PSD, OBJ, etc.)
  - Apply color theory to graphics: color selections, complimentary colors, color as it relates to emotion; acknowledge cultural differences and interpretation, etc.
  - Apply design theory and techniques for readability, attention, simplicity, etc. Apply rules of proximity, alignment, repetition, contrast, golden triangle, etc., in designs.
  - Select appropriate graphic software and tools.
  - Exhibit knowledge of the phases of designing a graphical asset: set up project requirements, deadlines, prototypes, drafts, approvals, copyright.
Resources and Skill Mastery

**College Credit:**
TECH 1003 DM03 Visual Illustration Tools & Apps

**Oklahoma’s Promise:**
Approved for 1 Technology Credit
8150 Multimedia & Image Management Techniques

**Certification(s):**
Brainbench: Photoshop, Illustrator
Adobe Certified Associate: Visual Communication with Photoshop Enhanced OR Adobe Graphic Design & Illustration using Illustrator

**What**
Use Photoshop, Illustrator, and Digital Illustration Tools combined with exceptional knowledge of Design Theory and Techniques to enhance animations and special effects.

**Objective:**
Students will study drawing and illustration techniques, principles of design, and will use groundbreaking, creative tools to achieve extraordinary results as they create, revise, optimize and export photographs, illustrations, logos, textures, and graphics for motion graphics, animations, video, the Web or mobile devices.

**Why**
Mastery of graphic design applications, techniques, and tools is vital for creative professionals.

**How**

**Instruction:**
Photoshop/Illustrator
Principles of Drawing/Cintiq Tablet
Design Principles: Color theory, typography, layout
Creative Blitz Portfolio Challenge—validate your skills
Creative Blitz Portfolio Challenge

Design and brand a versatile icon and poster

Project Guidelines—READ & PREPARE before starting

Design a logo and a poster for our Quack Awards

Client: Dana Myers

**Project Goals:** Your challenge is to develop a **logo** and a **poster** for the Quack Awards.

**Objectives:**
Creative, Clean and Simple, Fun
Create a versatile logo that can be used for a variety of purposes.
Logo should stimulate imagination, and reflect spirit of excellence.
Icon should be unique.
Poster should incorporate excellent design principles.

**Target Market:**
Gender: M & F
Age: 7 – adult
Additional Info: Must be “school-appropriate”, rated “E 10+” ☺

**Message:**
Consider a “type-driven logo” that is “motion graphics” oriented. The logo should appeal to an artistic crowd, be age-appropriate, and should communicate a keen sense of intelligence, personality, creativity, passion, and excellence.

The Quack Awards will be held on Monday, May 18, at 6:30 pm
Deadline: 30 hours! Technical requirements:

- Before starting, document your plan for completion of this project in Basecamp. Include dates for design phases, delivery date, etc.
- Review rubric prior to starting; research/implement client requests
- Refer to the Information Sheet for Designing Logos and other instruction provided during this course, such as the Non-Designer's Design Book, How to Design Cool Stuff, etc. Note, some additional resources have been included on the class site, in the course resources section.
- Research – Other “Red Carpet” events, festivals, showcases.
- Brainstorming Techniques (Optional)
  - Assemble category words—3 - 6 nouns, adverbs, and adjectives—that in general terms, best describe the Pixl Premiere. Arrange these 3 - 6 words in columns at the top of a piece of paper.
  - Add a seventh word, an animorphic, to these words. (beings or things that, as a concept, exemplify the attributes of the client--think NBC Peacock--peacocks are vivid and colorful so we automatically associate these attributes with NBC.)
  - Brainstorm
    - Under each column, write down words that are associated with the heading - no matter how crazy they seem. Once page is filled with words under each of the columns, it's time to start the process of forced random connection.
    - Take one word from each column and figure out how to merge them all into one logo. Watch for unexpected connections to emerge.
  - Save your research and brainstorming process documentation to share with your client.
- Develop at least 5 prototypes for the logo design.
  - These should be completely different—not just different color schemes.
  - One design should use negative space in a clever manner—research this topic, if needed.
  - The logo should look good in gray scale as well as in different sizes. Get screen shots and publish to Behance to show your logo in different sizes and in gray scale.
  - For the logo, you are NOT designing a flyer—keep it simple. It should look good at no more than 200 pixels wide, but also be able to go bigger and look good when needed.
  - Be sure you use descriptive, appropriate layer names and layers are organized.
- Peer Review completed by at least 5 peers, immediately after prototypes developed, before starting final design. (Instructor will assign one of the peers.)
- Intentionally select and be prepared to defend color scheme, list RGB codes. (Use GRAB to document, so that you could communicate these to a client.)
- Your instructor is the client and at this point, you should schedule a meeting to select final design before development. Be sure to have documentation referenced above for sharing with the client, including a date for delivery.
- After the logo is finalized, design an informational poster. Who, What, Where, When, How?
- Once a final section has been made for development, make revisions as needed to Basecamp. You should also save versions. You must be able to explain the design process and describe troubleshooting techniques used to solve any problems.
- Use principles from the Non-Designer's Design Book on your poster.
- Optional: Use IShowU to document techniques used to develop icon (video should not exceed 2’).
- Use GRAB to show layer names, RGB codes, color and gray scale versions of logo. (Both are in Apps folder)
- Use Bridge to change metadata (IPTC Core) to show that you are the creator of the logo. (Use GRAB to illustrate change.)
- Publish artwork as completed in phases to Behance, using the Work in Progress section; communicate regularly with your client to keep them updated.
- Print & complete self-evaluation on rubric and email your completed reflection to instructor.
- Schedule a meeting with client for final approval and payment.

This is for a Quack award and will be featured in your portfolio. Do your best 😊 You are responsible for reviewing the rubric prior to beginning for additional requirements, and to be sure you earn all your points. During production, problem-solve and refine your design as needed to submit an awesome project you will be proud of showcasing in your portfolio.
The bottom line . . .

In order to receive credit and acquire skills that will help you prepare and succeed, complete assignments from the weekly milestones outlined below. You may be required to demonstrate these skills to your instructor, so be prepared. In addition to credit for competencies attained, your final course grade will reflect your productivity, so it’s important you don’t slack--stay on track!

**Weekly Milestones: Visual Illustration Tools (Refer to Course page for additional resources)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Hrs</th>
<th>Assignments to be completed; instructions to receive credit.</th>
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<tbody>
<tr>
<td>Design Theory</td>
<td>Adobe Illustrator CC</td>
<td>Adobe Photoshop CC</td>
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<tr>
<td><strong>Week 1:</strong></td>
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<td>15</td>
<td>• <strong>Visit</strong> – the class site, animatedfuture.com, to view resources for the course <strong>Visual Illustration Tools</strong>. Using your Basecamp project, schedule due dates that will keep you on track.</td>
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<td>• <strong>Read</strong> – the competencies required for the job. You must be able to demonstrate these to your instructor.</td>
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<td>• <strong>Read</strong> – the guidelines for the <strong>creative blitz</strong>.</td>
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<td>• <strong>Note</strong> – weekly breakdown of milestones, indicating when, where, and how assignments are to be submitted. This should also help you establish goals to maintain adequate progress. Reminder: your progress is determined by the amount of hours successfully completed.</td>
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<td>• <strong>Complete</strong> – project management documentation using Basecamp. Be sure to document the start date on the calendar and establish goals for when assignments should be completed. Be sure this project has been shared with instructor.</td>
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<td>• <strong>Prepare</strong> – Conquer milestones, completing the tasks below at the end of each week, as indicated:</td>
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<td>• <strong>Complete</strong> <a href="https://www.lynda.com/">Introduction to Graphic Design with Justin Seeley, Lynda.com</a> Only do 1 – 5; 4 hours video</td>
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<td>• <strong>Update</strong> Portfolio/Publish to Behance—Upload all of your design challenges, typeface, color scheme, planning, thumbnails, etc.</td>
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<td>• <strong>Complete</strong> Illustrator CC—Digital Classroom textbook 1 – 6 OR if you prefer video training, <strong>Start</strong> – <a href="https://www.lynda.com/">Introducing Illustrator CC</a>; 4 hours video with Deke McClelland, Lynda.com</td>
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<td><strong>Week 2:</strong></td>
<td>15</td>
<td>• <strong>Complete</strong> Introducing Illustrator CC OR Illustrator CC—Digital Classroom 6-12.</td>
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<td>• <strong>Update</strong> Portfolio/Publish to Behance—Upload at least two samples of your work.</td>
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<td>• <strong>Complete</strong> <a href="https://www.lynda.com/">Draw Better and Faster with Illustrator CC</a>; 2 hrs of video with Deke McClelland, Lynda.com.</td>
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<td>• <strong>Update</strong> Portfolio/Publish to Behance—Upload at least two samples of your work.</td>
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<td>• <strong>Take the quiz</strong> <a href="https://www.digitaltutors.com/">Color Theory for Today’s Creative Professionals</a>, Digital Tutors. If needed, review first, take notes, and then quiz.</td>
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<td>• <strong>Take the quiz</strong> <a href="https://www.digitaltutors.com/">Beginner’s Guide to Typography</a>, Digital Tutors. If needed, review first, take notes, and then quiz.</td>
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<td>• <strong>Update</strong> portfolio/Publish to Behance—Upload all completed course certificates from DT and/or Lynda.</td>
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</table>
| Week 3: | 15 | • Start **Photoshop**, Classroom in a Book, Lessons 1 – 6 OR if you prefer video training, login to Lynda.com and do the **Photoshop CC One-On-One: Fundamentals**, 1 – 10.  
• **Update** Portfolio/Publish—select at least 2 Lessons to publish to Behance.  
• **In Basecamp, start a discussion, answering these questions:**  
  o Comment on your experience so far. What has been challenging? Any successes? Frustrations? Do you need additional reinforcement for a particular skill? Suggestions/Comments?  
  o Comment on your progress. Are you ahead of schedule, behind, or on schedule? If you are behind schedule, what are your plans to get back on track?  
• **Update** your goals as needed and make adjustments to the calendar. |
|---|---|---|
| Week 4: | 15 | • **Complete** Photoshop, Lessons 7 – 14 OR if you prefer video training, login to Lynda.com and do the **Photoshop CC One-On-One: Intermediate**, 11 – 22.  
• **Complete** **Photoshop CC One-On-One: Mastery**, 39 & 40 only. (Lynda.com).  
• **Update** Portfolio/Publish—select at least 2 Lessons to publish to Behance.  
**ALSO** upload all completed course certificates and test results from DT and/or Lynda.  
• **Prepare** for Adobe ACA certification through Certiport. Take at least one practice test for **Illustrator and Photoshop**!  
• **Polish** – If you finish early, research criteria/rubric/requirements for **creative blitz**.—start thinking about this portfolio challenge. |
| Week 5: | 15 | • **Drawing** Exercises (Select one)  
  o Getting started with **Digital Painting in Photoshop**, Digital Tutors  
  o **Post-Apocalyptic-Hero-Character-Development-in-Photoshop**, Digital Tutors, 1 hr 53 minutes  
  o Digital Tutors “Fundamentals of Drawing” Tutorial  
    ▪ Creative Character Explorations: **Male** | **Female** | **Alien**; 3 hrs (Choice of one)  
    ▪ **Fundamentals of Caricature Drawing** in Photoshop CS5; 2 hours, 9 minutes  
    ▪ **Other drawing tutorial you get pre-approved** from DT  
    o Lynda, **Drawing Vector Graphics**  
    o Lynda, **Foundations of Drawing**  
• **Update** Portfolio/Publish—to Behance, including the course completion certificate.  
• **In Basecamp, start a discussion, answering these questions:**  
  o Comment on your experience so far. What has been challenging? Any successes? Frustrations? Do you need additional reinforcement for a particular skill? Suggestions/Comments?  
  o Comment on your progress. Are you ahead of schedule, behind, or on schedule? If you are behind schedule, what are your plans to get back on track?  
**Update** your goals as needed and make adjustments to the calendar. |
**Week 6:**

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<tbody>
<tr>
<td>**Design Principles – Prepare for Portfolio Challenge</td>
<td>Take Charge of Your Learning**</td>
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<tr>
<td><strong>Week 6:</strong></td>
<td><strong>6</strong></td>
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</table>

Note – this is for your portfolio to validate your skills, as well as a Quack Award, and should represent your *best work*. Be sure your project demonstrates the skills you have acquired. The instructor is now your client.

**You should only spend a couple of days on planning this week; you will have additional time during the next two weeks. You will spend an additional day testing. The remaining 2 days you will be completing the Take Charge of Your Learning phase.**

- **Plan** – a prototype/storyboard/cinematic for your ideas *before* starting.
  - Develop your prototype(s), animatic, storyboard, outline, script, and/or other documents needed to document your planning and intentions. (Refer to Creative Blitz guidelines and rubric for specific requirements.) These documents will be drafts, but enough work should be completed to satisfy the planning requirements for a great project.
- **Document** your plan using Basecamp. Be sure to share your project with the client.
- **Plan** your fonts and color scheme
- **Sketch** your thumbnails
- **Upload** fonts, color scheme and thumbnails to the *Work in Progress* section of Behance.
- **Solicit at least five reviews** from your peers. Specifically, they should address the following:
  - Provide at least 3 suggested improvements (Be specific, not vague)
  - Provide at least 3 positive comments
  - Rate the overall project, using a scale of 1 – 4, with 4 being exceptional.
- **Select the prototype** you will be developing. Develop a plan for revisions based on these comments, documenting what will be done and the timeline established for these changes on the calendar.
- **Check** for file formats, resolutions, miscellaneous delivery requirements, etc.
- **DO NOT start developing your final prototype yet.**

- **Meet** with the client to review your plans and revisions, and to define a date this project will be delivered.

- **Review** Creative Characters/Drawing:
  - Creating Characters with Personality –
    - Scan book/Sketch your ideas for a “Monster” Purple Duck mascot
  - Character Mentor
    - Scan book for main ideas


*Week 6 continued on next page*
<table>
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<th>6</th>
<th><strong>Take Charge of Your Learning!</strong></th>
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<tbody>
<tr>
<td></td>
<td>You can select <strong>reinforcement</strong> from any combination of the following: (6 hours, or 2 days worth of training)</td>
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<td>- Deke’s Techniques (Lynda.com)</td>
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<td>- Pixel Playground with Bert Monroy (Lynda.com)</td>
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<td></td>
<td>- Photoshop CS4 Down &amp; Dirty Tricks (at least 1 challenging chapter)</td>
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<td>- How to Cheat in Photoshop (Do at least 3 challenging exercises)</td>
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<td>- Advanced Photoshop Exercises – Lynda, Digital Tutors, Internet, or text; select and have pre-approved.</td>
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**Before starting**, identify your training goals and post to the Basecamp discussion board explaining how they relate to the course/exam objectives and your future goals.

- What skills will you be reinforcing?
- What new skills will you be learning?
- What resources, training tutorials, etc., will you use to help you reach your goals?
- Establish specific steps/phases and deadlines—use the calendar.
- Meet with the instructor for training plan approval before starting.
- At the end of the week, publish all work completed to Behance.
- Share any unique resources you found in the Basecamp **Classmates’ Corner** project.

| 3/100 |  | **Take Design Principles Quiz** |
|       |  | **Take Copyright Quiz** |
|       |  | **Complete Performance Test (2 hours)** |
Certify/Application – Creative Blitz Portfolio Challenge (refer to Project Guidelines/Rubric prior to starting)

<table>
<thead>
<tr>
<th>Weeks 7/8:</th>
<th>30/200</th>
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<tbody>
<tr>
<td><strong>Review Information Sheets in this packet AND Course Resources located on class site</strong></td>
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<tr>
<td><strong>Perform</strong> – Submit a stellar product--maintain the <strong>Passion for Excellence!</strong></td>
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<tr>
<td>▪ Continue Creative Blitz.</td>
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<tr>
<td>▪ Review Creative Blitz rubric, making sure all requirements are being met.</td>
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<tr>
<td>▪ Publish versions of your completed work to Behance.</td>
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<tr>
<td>▪ Finalize Creative Blitz.</td>
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<tr>
<td>▪ Progress Update/Reflection/Publish Creative Blitz/Share Your Success</td>
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<tr>
<td>▪ Review Creative Blitz rubric, confirming all requirements have been met.</td>
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<td>▪ Print and then complete a self-evaluation, using the rubric.</td>
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<tr>
<td>▪ Publish your Creative Blitz to your Behance portfolio.</td>
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<td>▪ Submit a reflection of your work using Basecamp.</td>
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<tr>
<td>▪ Evaluate your experiences with this unit of study. Be sure your answers to the following questions are grammatically correct, and written in paragraph form, appropriate for viewing by a potential employer.</td>
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<tr>
<td>▪ What was your favorite part of the course? What skills have you acquired and what do you feel are your strong points? Did you learn less or more than you thought you would?</td>
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<td>▪ What challenges did you encounter? What additional reinforcement is needed, and how can instruction for this unit be improved? What else did you wish to learn about this subject?</td>
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<tr>
<td>▪ Evaluate your final project. How do you think it turned out? Does it accurately represent the client’s preferences? Do you think it is an effective product? What do you like about the product? What was the most challenging part of designing the product? What corrections were made, based upon peer suggestions and the self-evaluation? What problem-solving techniques did you employ, and what was necessary to research/solve? Explain the selection process for the final design, including any colors and the rationale for why you made the final selection. What would you do differently next time for a similar project?</td>
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<td>▪ Evaluate your progress. When was this project due? Did you complete the project on time, late, or early?</td>
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<td>▪ What unique resources did you find? Please provide a link to each resource and explain why they were helpful.</td>
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<tr>
<td><strong>Payday</strong>--Schedule a time for final review/delivery/payment from the client, and submit your work for a Quack Award. Reserve a spot in the Loft3d Creativity team meeting, where you will celebrate and showcase your achievements that reach epIK Dimensions!</td>
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<td>▪ Complete any preparations for certifications to be achieved. Prepare for and <strong>Take the Adobe Certified Associate exam (Can substitute Brainbench w/permission; ACA Certification Prep materials on class site.)</strong></td>
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Information Sheet 1: Final Project Design Resources

**Typical sizes for Logos:**
Typical sizes are 79 x 51 pixels (very small), 150 x 25 pixels, 125 x 144 pixels, and 243 x 103 pixels. This design may go on a fountain pen, or a billboard, so it should be scalable!

**Additional Resources:**


**Logos**
- Digital Tutors has the following tutorials available to provide assistance:
  - Designing a Logo in Illustrator – Mo! TV; 40 minutes
  - Logo execution: placing design elements; 13 minutes
  - Design process leading up to building the logo, 11 minutes
- Logo Design Love – A Guide to creating iconic brand identities – check text out from instructor.

**Graphic design**
- Before and After How to Design Cool Stuff – check text out from instructor.

**Color theory**
- Review Design Principles resources you were provided during instruction

**Design process/Research**
- Develop a list of adjectives for the project
- How can you include the name to be represented in the icon? What will go into the logo?
- What font will you be using? Is it a Serif, Script, or San Serif?
- How will you provide contrast, emphasis?

**A good logo -**
1. has a strong, uncluttered image comprised of only the most essential elements
2. uses imagery that is appropriate for your type of business
3. compliments your company name
4. uses a readable font that does not compete with the logo symbol
5. looks good in black and white, as well as in color

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**Quack Award**

It’s time to do your very best work—this project will be featured in the Quack Award entries 😊

**Logo/Poster—Quack Awards**

Refer to the rubric and project guidelines for quality indicators.
Working with Clients:

Later you may have the opportunity to earn $$$ for your graphic design skills. Communication is often the most challenging aspect of working with others. It is important to understand the client’s vision and goals.

What is the process when working with a client to design an identity?
The following information was shared by an industry leader concerning working with clients.

IDENTITY QUESTIONNAIRE—Considerations for your new client

- The purpose of these questions is for us to get to understand you, your audience and your needs.

- Please respond to the following questions using descriptions that relate to and describe your business and audience. Avoid using any specific design terms like color, type style and imagery except when noted.

- Once these questions are answered, our first step will be to create a brief statement that will define the company, its purpose and attitude. This statement will be approved by those involved in the project and will serve as a foundation and guide for the identity development process.

  o Does your company have a mission statement? If so, please include it here.
  o Describe your company attitude and work philosophy.
  o Describe your audience.
  o Describe your products and services
  o What sets you apart from your competitors?
  o How does your audience currently perceive your industry?
  o Where do you see your company in five years? Expanding into new areas, offering new products/services, growth, etc.
  o What is the complete name of your company that will be required to be a part of this logo? Taglines are not considered to be part of the logo as they may change over time, but please let us know if your logo will be accompanied by a tagline so we can plan accordingly.
  o Why are you requesting a new identity?
  o How does your audience currently perceive your company?
  o How do you want your audience to perceive your company? (If there is a specific attitude or philosophy of your company that you want to convey. If so, please describe.)
  o What do you not like about your current identity? Feel free to use design descriptions here like color, type style, imagery, easy to reproduce, etc.
  o What do you like about your current identity? Feel free to use design descriptions here like color, type style, imagery, easy to reproduce, etc.
  o Who are your top competitors?
  o Are there any competitors whose market perception is something you admire? If so, please describe these perceptions.
  o Are there current colors and/or identity styles that your competitors are using that you like, dislike or want to avoid? Feel free to use design descriptions here like color, type style, imagery, easy to reproduce, etc.
  o Are there specific colors that you do or do not want to use? If so, why? Please avoid personal dislikes. We want to know if there are colors associated with your industry that we need to be made aware of.
Peer review

Prior to beginning, ask the instructor to assign a classmate to conduct periodic peer reviews. You will need to solicit at least 4 more reviews from your peers. Your client will also provide a review.

Overview

Revision is an important part of the design process. In addition to conducting review and redesign cycles personally and with your client, using peer review can also be beneficial to your project. Peer review occurs in many professional environments, and it is an essential skill for learning and improving.

When giving a peer review, be sure to make both positive and negative points. Give critiques as suggestions, not commands. When receiving peer review, do not feel disenchanted or think you did a bad job based on one review. Every review is different and what one person may not approve, the next person may find exemplary.

Once you have a draft developed of your project, upload it to Behance, have your assigned classmate read this document and review your work to give suggestions. It’s a good idea if you have someone review it again before you present your final project to the client. They should use the Final Evaluation Grade Rubric form as a guide.

Evaluatee:

Process for presenting work for peer review

• Ask the instructor to assign a peer for review purposes—you want a different, objective perspective.
• When presenting your work for a peer review, state the purpose, audience, and goals of your project and point out any concerns you have.
• After someone else reviews your work, your first response should be to reiterate their suggestions, make sure you understand their comments, and ask for additional clarification, if needed. If it will improve your project, incorporate these ideas into your final design.
• Solicit at least four more peers for reviews.

Evaluator:

Guidelines for giving comments and suggestions

• Before making any comments, review the goals of the project and then the entire project, making sure you understand the student’s intentions.
• Point out the strengths as well as the weaknesses of the project (composition, storyboard, research, design, technical skills, timing, so on).
• Offer suggestions, not commands. For instance, do not say "You should do this...." Instead, use "I" statements: “I see that...” or “I’m confused about....”
• Be respectful and considerate of your peer’s feelings. Do not say or write anything you wouldn’t want to hear about yourself. There is no reason to be rude.
• Make sure your comments are clear and specific so your peer knows what you are referring to. Give specific examples and point to techniques, examples, script writing, and so on to make your point. (Comments such as “This is unclear” or “This is too vague” are too general to be helpful. Rather, make a comment such as “I’m confused by this scene because it seems out of place.”)
• When you are writing your comments, reread them before giving them to your peer. Make a list of at least three positive comments and a list of at least three suggested improvements. Share these comments in the appropriate section of Behance, where the draft is published. Make sure your comments make sense and are easy to follow.
## Technical Assessment

### Logo Design Challenge

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent 4</th>
<th>Good 3</th>
<th>Satisfactory 2</th>
<th>Needs Improvement 1</th>
<th>Points Received Self Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Planning, Prototypes, Sketches, Research, Peer Review--All completed; prior to starting final design.</td>
<td>Five or more <strong>prototypes</strong> were developed according to guidelines. <strong>Sketches</strong> or versions showing progression of design were completed. <strong>Peer Review/Prototypes</strong> were presented to client &amp; delivery date determined <strong>before starting</strong> final design. All expectations of project were researched, planned and met. (Prototypes, color scheme selection process, originality, etc.)</td>
<td>At least 4 prototypes developed according to guidelines. <strong>Peer Review &amp; Prototypes</strong> presented to client. All expectations of project were researched, planned, and met.</td>
<td>Only three prototypes were developed and shared with client. Peer review, research, sketches not completed prior to beginning, or were not given to client prior to beginning. Delivery date was established. All expectations of final project were planned and met.</td>
<td>Only two prototypes developed, and/or prototypes were not shared with client and/or peer review not completed and/or delivery date not established. Most expectations of final project were planned and met.</td>
<td></td>
</tr>
<tr>
<td>Project management: Documented with Basecamp. Frequent updates to project. Communications with client regarding achievements and progress.</td>
<td>Project was thoroughly planned &amp; documented before starting. More than one update was published to Behance and Basecamp. Design process and techniques were documented using Grab and IShowU. Multiple versions of work were saved. Client was updated regularly regarding progress and achievements.</td>
<td>Project planned &amp; documented. At least one update published to Behance and Basecamp. Multiple versions of work saved. Client updated regularly.</td>
<td>Project was planned before starting. No updates were published to Behance and/or Basecamp. Client was familiar with progress and achievements.</td>
<td>No evidence project was planned before starting. Client was unfamiliar with progress and achievements.</td>
<td></td>
</tr>
<tr>
<td><strong>Target Market; Communication &amp; Collaboration.</strong></td>
<td>Design is unique, age appropriate, and depicts the <strong>intent</strong> of the client. Community forums utilized for problem-solving and/or review of work; links to resources were shared with client and peers, including an explanation of their value.</td>
<td>Design is unique, age appropriate, and integrated most of client requests. Links to resources were shared, including an explanation of their value.</td>
<td>Design needs improvement and/or some of requirements were not met. No collaboration with others regarding problem-solving or sharing resources.</td>
<td></td>
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</tr>
<tr>
<td><strong>Peer Review and Problem-Solving</strong></td>
<td>Thorough peer reviews completed <strong>before</strong> starting final design; revisions made based upon peer suggestions. Student took initiative in problem-solving and correcting as needed, utilized forums, and could explain revision and problem-solving process.</td>
<td>At least 5 peer reviews completed; revisions made based upon suggestions and self-evaluation. Problem-solving skills and explanation of techniques used were adequate.</td>
<td>Peer reviews lacking; and/or design lacked revisions for improvements; and/or there was a lack of problem-solving.</td>
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<tr>
<td><strong>Principles of Good Design</strong></td>
<td>Poster utilized principles of design: Color choices provided a pop and good <strong>contrast</strong>; Layout was visually appealing and provided balance and proper emphasis; Also used principles of Proximity, Alignment, and Repetition; font selection was appropriate and added to the theme; all information was provided: who, what, where, when, why.</td>
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<p>| <strong>Reflection and Self-Evaluation</strong> | Completed and submitted prior to evaluation. Reflection was grammatically correct, used paragraphs, answered all questions, and was appropriate to share with potential employer. Links to resources used were shared and explanation of why resource was helpful provided. | Submitted prior to evaluation. Reflection had a few errors, or some answers were missing. | Reflection had no errors, but was not submitted prior to evaluation. | Not submitted prior to evaluation; and/or reflection was lacking information or required corrections. |
|---|---|---|---|
| Originality | Design shows significant evidence of <strong>originality</strong> and <strong>inventiveness</strong> and is <strong>unique</strong>. Majority of content and ideas are fresh, original, and inventive. No <strong>copyright</strong> laws are violated. Metadata edited to show you as the creator. | Work shows evidence of some originality however resembles existing design. Did not understand or edit metadata. | Work shows evidence of some originality however resembles existing design. May have violated copyright laws. Design is not unique enough to provide differentiation. | Design is copied or very closely resembles existing design. |</p>
<table>
<thead>
<tr>
<th>Effective Use of Time; Pride and Quality of Work.</th>
<th>Design was not rushed, and was also completed on time. Time was taken to critique design and make improvements so that final version represents student’s best work. Design submitted in a timely manner, according to guidelines. All products submitted are at a high level of quality, appropriate for portfolio.</th>
<th>Design was rushed and/or completed up to two days late. Design was average and could have been improved prior to publishing. Most products submitted were at an average level of quality, but appropriate for portfolio.</th>
<th>Delivery date not established. Design was average and time management skills need improvement. Product required small changes before being portfolio ready.</th>
<th>Improvements required, but not made. Design was rushed when more time would have resulted in improvements or was delivered later than 2 days. Product not portfolio ready.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, color choices; file optimization, naming schemes, metadata</td>
<td>Original graphic is preserved for future revisions. An <strong>optimized</strong> file was <strong>published</strong> to site. Rationale was provided concerning design &amp; color choices, and RGB codes for colors used were provided via screen shots. Color and Grey-scale screen shot provided and had appropriate contrast. File layers were named and organized.</td>
<td>Original graphic preserved, and optimized file published. Rationale for color choices and/or RGB codes lacking; or screen shots not provided; or file not named using student name.</td>
<td>Original graphic preserved, and optimized file published. Design had poor contrast and/or did not follow good principles of design.</td>
<td>More than one item in category lacking.</td>
</tr>
<tr>
<td>Design Techniques, Student Understanding</td>
<td>Design techniques employed exceeded a basic skill level. Student could compare techniques used to skills acquired during instruction; explanation was thorough, and demonstrated understanding.</td>
<td>Design techniques employed were adequate. Student could compare techniques used to skills acquired during instruction; explanation was basic, and/or didn't demonstrate a clear understanding.</td>
<td>Design techniques were very basic when more advanced techniques would have improved, or student could not compare skills or give explanation.</td>
<td>More than one item in this category was not met.</td>
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<tr>
<td>Creative Artistry</td>
<td>Icon is very <strong>creative</strong> and <strong>appealing</strong>. Good design principles have been applied. Design is <strong>clean</strong> and <strong>simple</strong> and makes a “WOW” impact.</td>
<td>Icon is creative and/or appealing. Good design principles applied. Design is clean and simple.</td>
<td>Icon is average. Good design principles applied. Design is clean and simple.</td>
<td>Icon is not appealing; principles of design are lacking.</td>
</tr>
</tbody>
</table>
## Technical Competencies:

4 - Skilled; 3 - Moderately Skilled; 2 - Limited Skill; 1 - No Exposure

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competency Rating</th>
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<tbody>
<tr>
<td><strong>Managing</strong></td>
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<tr>
<td>Gather assets, time mgmt, naming conventions. Thorough documentation</td>
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<tr>
<td>and planning in Basecamp. Uploaded all assignments and quiz/course</td>
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<td>completion certificates to Behance.</td>
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<tr>
<td><strong>Ethics</strong></td>
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<tr>
<td>Intellectual property, compliance, licensing, legal issues, copyright, digital citizenship.</td>
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<tr>
<td>Answer questions related to any one of these topics. Copyright Quiz</td>
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<tr>
<td><strong>Performance Test/ Design Principles Quiz/ACA Practice Tests (PS &amp; III)</strong></td>
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<tr>
<td>Critique/analyze completed results to determine if objectives are achieved. (1 point each)</td>
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<tr>
<td><strong>Production Standards—Graphics</strong></td>
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<td>During this portion, you can pull up files previously completed, and explain where/how these techniques were applied, or you may be asked to perform some of these tasks from scratch.</td>
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<tr>
<td><strong>Illustrator</strong></td>
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<tr>
<td>Demonstrate setting up artboards; use of Cintiq; planning a sketch for character animation.</td>
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<td>Explain/demonstrate drawing in perspective.</td>
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<td>Demonstrate making type on a path.</td>
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<td>Demonstrate using fills/strokes for characters and shapes.</td>
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<td>Demonstrate creating a seamless repeating pattern.</td>
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<tr>
<td>Set up a template for a Quack Awards flyer using placeholders and good principles of design.</td>
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<tr>
<td><strong>Photoshop</strong></td>
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<td>Make a brush symbol, create a texture or pattern using the brush.</td>
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<td>Explain/demonstrate alpha channels and blend modes. What do they do?</td>
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<td>Explain Why/When you would use them?</td>
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<tr>
<td>Apply color correction/masking to a picture.</td>
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<td>Demonstrate use of adjustment layers.</td>
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<td>Explain the difference between destructive/non-destructive?</td>
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<td>Demonstrate the use of filters. What are smart filters?</td>
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<tr>
<td>Demonstrate use of guides/rulers.</td>
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<tr>
<td>Compare different file formats. (TIFF, PNG, JPG, GIF, PDF, AI, EPS, PSD, OBJ, etc.) Raster/Vector</td>
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<td>Demonstrate techniques for resizing an image; answer questions about resampling.</td>
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<td>Demonstrate layer effects.</td>
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<td>Demonstrate creating/formatting text and paragraphs.</td>
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<td>Demonstrate use of healing/cloning tools.</td>
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<td>Demonstrate techniques for making selections.</td>
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<td>Demonstrate use of a clipping mask.</td>
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<tr>
<td>Demonstrate use of a gradient mask.</td>
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<td>Demonstrate four unique things you learned, not on this list.</td>
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<tr>
<td><strong>Total—26 points possible:</strong></td>
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</table>