No Computers Needed! Foundational 2-D Graphic Design Projects

_Empire State Creates: Teaching Artist-Led Activities for Everyone_

**Project Title:** Project 3B: Noun Book

**Age(s):** 14-Adult (focus on high school students, early college students)

**Time:** 45-120 minutes

**Arts Discipline:** Graphic Design (Visual Art, Media Art)

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**ACTIVITY AT A GLANCE**

From here students chose the most intriguing formstomed concept to take forward. They will create an accordion book that imbues this aspect of the noun, is sequential in format, and uses a strategic 3-color motif (analogous or complementary in relationship). Pulling together our principles of design, with attention to rhythm, timing, balance, texture, framing, unity, variety, layers, repetition, and hierarchy, they will create a compelling visual that functions on both an up-close and far-off view.

**GOALS**

(Learning objective) Students will walk away with a solid understanding of how to plan and execute a sequential composition that integrates several principles of design. This is a larger synthesis, informed by 4 previous lessons.

**MATERIALS**
- Mechanical pencil with eraser
- Ruler
- Acrylic paints, sharpie markers
- 2 sheets of 11” x 14” Bristol paper
- 4 sheets of8.5” x 11” grid/graph paper
- Scissors
- Masking tape
- Access to a computer for image searches, magazines, reference books.

**NEW WORD(S)**
- Rhythm: A feeling of organized movement (random, regular, alternating, flowing, progressive)
- Timing: (Implied) The illusion of time passing or evidence of time already passed.
- Framing: What we are being shown (or not shown).
- Unity/Variety: A balance between ‘everything feels purposeful’ but there is enough difference that ‘I am not bored’.
- Layers: What we perceive to be forward or backward in space (order).
- Repetition: Elements that recur in predictable ways.
- Hierarchy: The control of visual information in an arrangement or presentation to imply importance. Hierarchy influences the order in which the human eye perceives what it sees, sometimes through size, color, placement, font, etc.
Prototype: An informal model used to test a bigger idea, used to gather more accurate feedback for revision.

NYS ARTS LEARNING STANDARDS
HS Advanced, VA: Cr1.2.HSIII, a. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.
HS Advanced, VA: Cr3.1.HSIII, a. Reflect on, re engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

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| **Step #1** | Use your 16 Formstorm cards from Project 3A. Based on your discussion in Project 3A, take one of your ideas forward to create an 8 page accordion book.  
Create a ‘prototype’ plan of your final book: Take 4 pieces of blank paper (or grid paper), and cut them in half to create 8 pieces. Position them all vertically and tape the backs of them together so that they are side by side and folded into an accordion. |
| **Step #2** | Imagine ways you can use these 8 panels to communicate the chosen aspect of your noun in an exciting way. You want to create compelling visuals that function on both an up-close, and far-off view. You can show a moment, tell a story, create a display, present a scene, make a joke, create suspense- it’s up to you!  
(Ex: Noun: Egg, Chosen Square: Ramen bowl with egg (ajitsuke tamago). I will show a full bowl of ramen in the first panel up close, full of colors and shapes. Next panel, I will show the same bowl again, now with chopsticks entering the scene taking bits of the food. This will happen over panels 3, 4, 5, and 6 as well. Panel 7 will show the bowl empty except for the soy sauce egg. Last panel shows an empty bowl with a thumbs up next to it. Title:” Save the best for last")  
Make notes about color, use diagonals, keep the viewers’ eyes on the work! Does something unexpected happen? Are you using multiple panels for single scenes, or does each panel have something new? What is our perspective as the viewer? Are we up close for a reason? Far away for a reason? |
| **Step #3** | Once your prototype sketches and planning are complete, give it a title. Share your sketches with at least 5 people. Is it exciting? Compelling? Idea clear (but not boring)? Now improve your sketches based on group feedback. |
| **Step #4** | Now take 2 pieces of Bristol paper, and cut into 4 pieces, each 5.5” x 7”. You will have 8 total. Keep them all vertical and tape them on their backsides, fold into an accordion. |
| **Step #5** | Now stretch your developed prototype idea onto these 8 panels. |
**Step #6**  
Choose 3 main colors to use consistently throughout your work to give it a feeling of cohesiveness and purposefulness. If you completed Project 2B, you can choose 3 colors that are complementary or 3 colors that are analogous OR just pick 3 that feel appropriate. You can use darker and lighter versions of these colors if you wish (shades and tints).

**Step #7**  
Create a plan for ‘what colors go where’ and use your acrylic paint to now paint them in. This part can sometimes feel hard to do, and limiting, but the overall visual result makes it worth it! For example if you have a sky in the background, but your colors are red, red-orange, and green, don’t panic! Ask yourself, can the sky stay white? Can the tree trunks be a dark red-orange? You might find that the ‘usual’ uses of color can be rethought to become something more interesting. You can use color to direct the focus of the viewer to important areas as well.

**ACTIVITY MODIFICATIONS**  
Several students can work on this project together, each taking different jobs in the process. Any style of drawing and painting can work here. If a student doesn’t have a strong drawing background, even strong simple shapes can work. There is no need for tons and tons of detail.

**TAKING IT TO DIGITAL**  
Branching off from the prototype phase, any method of digital image creation (or illustration) can be used to make the book.