

Design History Travel Poster

Problem:

Design a 20 x 30 (sized to fit our gallery), travel poster that highlights a style or movement from design history

Objectives/Assessment Targets:

Inspire critical thinking and original thought

Identify and explain characteristics and details significant to design movements

Identify design movements, styles, artists and designers

Practice research as part of the design process

Apply research to complete design

Materials:

Open

Strategy:

1. Select a design or art movement or style (no two students may have the same style)
2. Conduct extensive written and visual research, become an expert
3. Find images for inspiration and research for this style, make an inspiration board for the style
4. Write a paper about the style to show your written and visual research findings
5. Complete design process and create posters highlighting your process. Thumbnails, roughs, tight roughs, and final designs
6. Present final posters in the Gallery (Inspiration board, design process, and final travel poster)

Key Questions:

What is your concept?

Is the concept clear and original?

Is the style identifiable?

What characteristics of the style are essential for recognition?

Where is there room to play, or experiment with the style?

Does the poster work as a travel poster?

Critique Strategy:

Students are encouraged to critique each other's process, stage by stage, in small groups. The purpose of the small groups is to alleviate stress from younger students who take this class alongside upperclassmen. The goal is for each style to be easily identified, so during critique students are encouraged to determine if they can explain the style and the characteristics depicted. We always discuss strengths and weakness, but never use the words "like" or "dislike"; all critique must be constructive and focused on how to improve the project.

Timetable:

4 weeks' total

2 weeks for research and written paper

2 weeks for design process (1 class period is devoted to critique and work on each stage of the design process)

Note to emerging educators:

This project can be difficult to manage for many reasons, first, students of all levels take this class; from freshmen in foundations to seniors, and even some occasional graduate students. This can be very intimidating for the Freshmen, luckily we have done a lot of work to build a community in our department, and the older students are almost always friendly and willing to help out the underclassmen. Foundations students in our program do not have software knowledge, so they often feel at a disadvantage on this project. This is why the materials are open, it is important to stress that it doesn't matter what materials they use as long as they develop a well-designed finished piece. They can draw, paint, collage or use the computer, it truly doesn't matter. They are graded on concept, composition, and execution, not on computer skills or software knowledge. Lastly, because research can seem scary and complicated this project is a great way to show how research is essential to the design process.

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Amanda (Mandy) Horton specializes in design history along with teaching courses in design foundations and has developed an award-winning History of Graphic Design online course. Mandy is director of the new Design History minor at UCO, and is also the coordinator of the Graphic Design Internship program at UCO.