

ILLUSTRATION I

Degree in Graphical Design

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Code: 11543

Main Scientific Area: Drawing

Lecturer: Marta Alexandra da Cruz Madureira

Language of Instruction: Portuguese

Regime: S1

Contact Hours: 60h Total Workload: 100h

ECTS: 6,0

Objectives

The objectives of the curricular unit are:

- Explore the image creation processes and their direct relationship with Graphic Design;
- Enable students to build original images within the scope of illustration in its most varied aspects;
- Focus on the semantics and grammar of the illustration: subjective and expressive loads of the drawing;
- Test the ability to interpret the word as a producer of images and the construction of visual forms as narrative elements;
- Illustration as a form of communication and individual expression;
- Approach to the technical possibilities of illustration in its widest exploration: illustration with scratching and liquid media, clipping, with matrix, three-dimensional, digital, collage, photomontage, etc.;
- Develop students' ability to respond to the type of constraints they will encounter as future professionals: how to manage the creative part and the restrictions imposed by the client and the very characteristics of the support: deadlines, colors, formats, sizes, relationship with other graphic elements , etc.

Learning Outcomes

It is intended that the student realizes the importance of the image and its consequent construction in communication with the world and that he articulates the production of images with the contents learned so far, in the Graphic Design course. At the end of the semester, you should master the following areas:

1. Technical foundations of illustration: broadening the technical domain and vocabulary of illustration through author research and extensive experimentation with the technique.
2. Understand the message/concept in the illustration: mastery of the image taking into account the conceptual aspects, allied to the techniques, putting into practice the semantic and formal mechanisms of the illustration.
3. Development of a graphic language of its own.

Course Contents

1. Technical fundamentals of the illustration:

The expression in the illustration depends on an author who explores the image with original forms, inherent to its formal and conceptual characteristics. As a way of acquiring expressive operational skills, the student will test various techniques inherent to the work of illustration through brief exercises of discovery and experimentation. This exploration will also be done through the observation and analysis of works by reference illustrators.

2. Concept and narrative of the image:

Exercise that aims to frame the student in the practice of illustration as a narrative image, namely in the development of concepts through reflection, research and use of drawing as a way of thinking. At this point in the program, the student will gain skills in terms of the mechanisms of illustration, important for their good practice, such as: visual metaphor, dual function, positive and negative space, disproportions, anthropomorphism, etc.

3. Author's graphic language:

The search for a graphic, solid and coherent language is one of the permissives of illustration. Starting from an illustration exercise for an editorial object, a book with illustrations, the student will try, taking into account the learning obtained in the previous exercises (technique and concept), to develop his own graphic style in a unique and original way. Also part of this exercise is the recognition of the graphic spaces of this type of support (such as cover, back cover, flap, miniature, interior illustration, etc.) as a way to better enhance the teaching of illustration in tune with the needs of an object graphic, namely in its essential relationship between text and image.

Recommended Bibliography

- Doyle, S., Grove, J. Sherman, W. (2019). History of Illustration. Bloomsbury Publishing
Grabowski, B. Fick, B. (2009). Printmaking: a complete guide to materials processes. Laurence King
Heller, S Chwast, S. (2008). Illustration, a Visual History. HNA Books
Klanten, R. (2007) Illusive, Contemporary Illustration and It's Context.Die Gestalten
Klanten, R. Hellige, H (2011). Illustrators unlimited: the essence of contemporary illustration. Gestalten
Male, A. (2007). Illustration. A Theoretical Contextual Perspective. AVA Publishing
Zeegan, L. (2009). What is Illustration. Laurence King

Learning and Teaching Methods

The proposed exercises and respective objectives are part of a learning methodology based on the real practice of illustration, preparing students for their professional future.

The syllabus guarantees the student the ability to respond to any type of work within the area of illustration and image construction, inherent to the graphic design process and others.

Assessment Methods

Operating Regime:

Students should consult the Regulamento Académico (RA) do IPCA and Regulamento de Avaliação de Conhecimentos e Competências (RACC) da ESD.

The curricular unit works on a face-to-face basis.

Learning Assessment:

The evaluation is continuous and respects the programmed timetable (according to point 1 of article 3 of the ESD RACC).

It provides for the fulfillment of the discipline's objectives, as well as the method and strategies used for its development and implementation.

The ability to organize and systematize, the conceptual component and the interest in looking for external theoretical and technical resources, as support for the work, are also evaluated.

Attendance, compliance with the proposed deadlines, student participation in the requests made by the teacher during the class will also be important elements for evaluation, as well as the resolution of small exercises that can be launched during the semester.

Effective assessment in this curricular unit will result from the combination of the following components:

Proposal 01 (P001) = 15%

Proposal 02 (P002.A) = 15%

Proposal 02 (P002.B) = 20%

Proposal 03 (P003) = 30%

Attendance and Participation (AP)* = 10%

SketchBook (P004) = 10%

* Attendance and participation are understood as the student's effort to evolve to the discipline, through the requests made by the teacher as well as the autonomous work carried out at home, from class to class.

Evaluation is continuous and provides for the student's presence in at least 75% of the classes taught (according to point 2 of article 3 of the ESD RACC).

With a view to continuous assessment, all works must be monitored, from beginning to end of the process, by the teacher in the classroom.

Evaluation in exam season (1st semester):

Considering the objectives of the discipline, practical work and continuous assessment, this curricular unit does not allow for the exam period of the 1st semester (according to point 4 of article 4 of the RACC of the ESD).

Special season of evaluation:

Only students who are in a special frequency regime have access to this period (as described in section I, article 135.^º and in point 5, article 209.^º, of the Regulamento Académico do IPCA). The assessment in this special season includes a set of exercises, over several days, in statements provided on the first day of the exam.

Grade improvement:

The grade improvement also works by continuous evaluation (according to point 2 of article 6 of the ESD RACC). Thus, in order to improve the grade, the student must attend the course again, complying with the continuous assessment provided for in the course program.