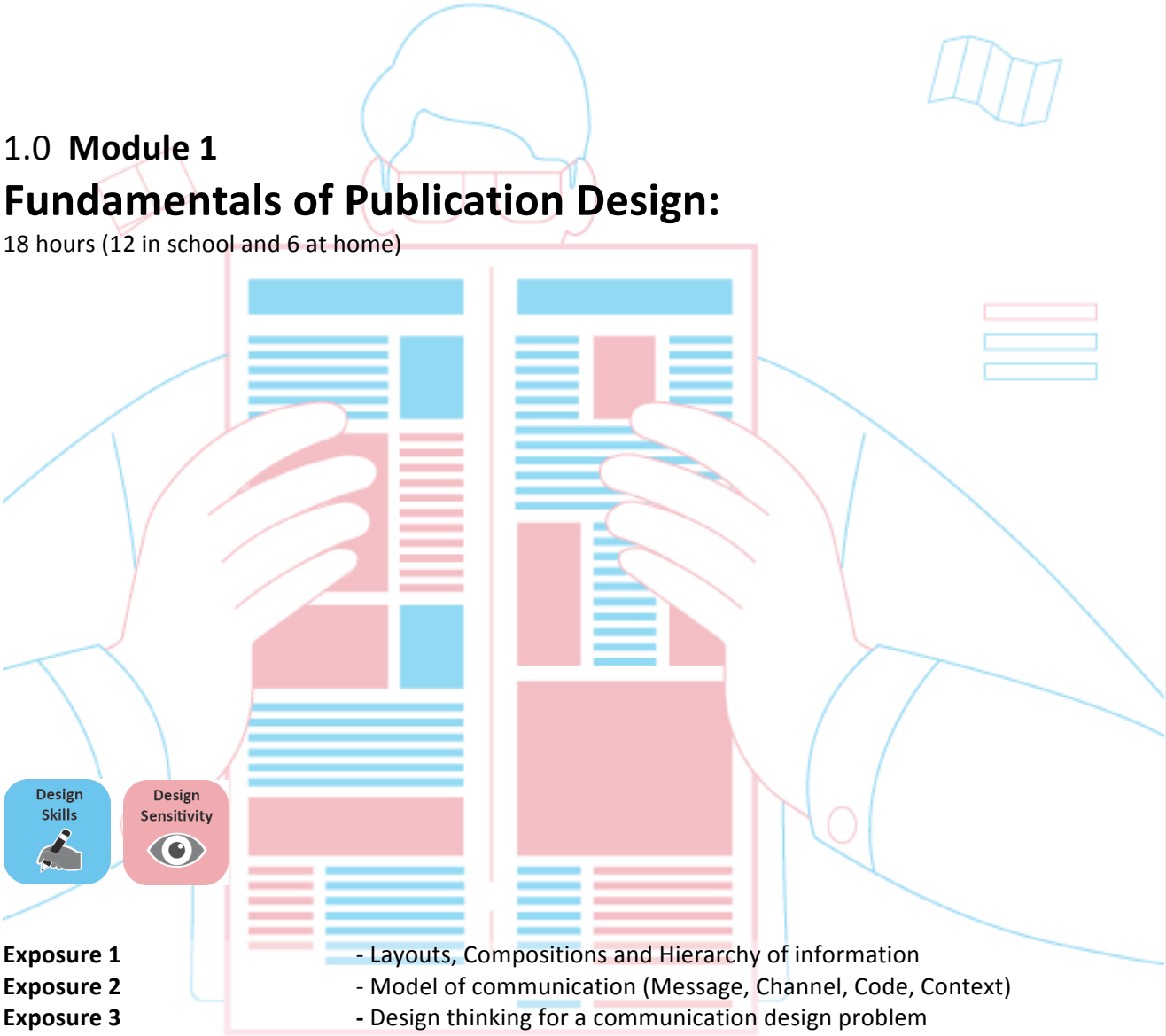
1.0 **Module 1**

Fundamentals of Publication Design:

18 hours (12 in school and 6 at home)



Exposure 1 - Layouts, Compositions and Hierarchy of information
Exposure 2 - Model of communication (Message, Channel, Code, Context)
Exposure 3 - Design thinking for a communication design problem

Task 1.1 (at School + Home) Identification of Elements of Composition and Publication Design
- Identify Elements of Composition
- Simple Visual design/redesign of a Publication

Task 1.2 (at School + Home) Analysis of the medias of communication
- Analysis of Different Media
- Compose a message for a social awareness campaign

Task 1.3 (at School + Home) - Design a story book for children

Final Output - Make a presentation of all your documentation

+ Reflections, Self Assessment and References

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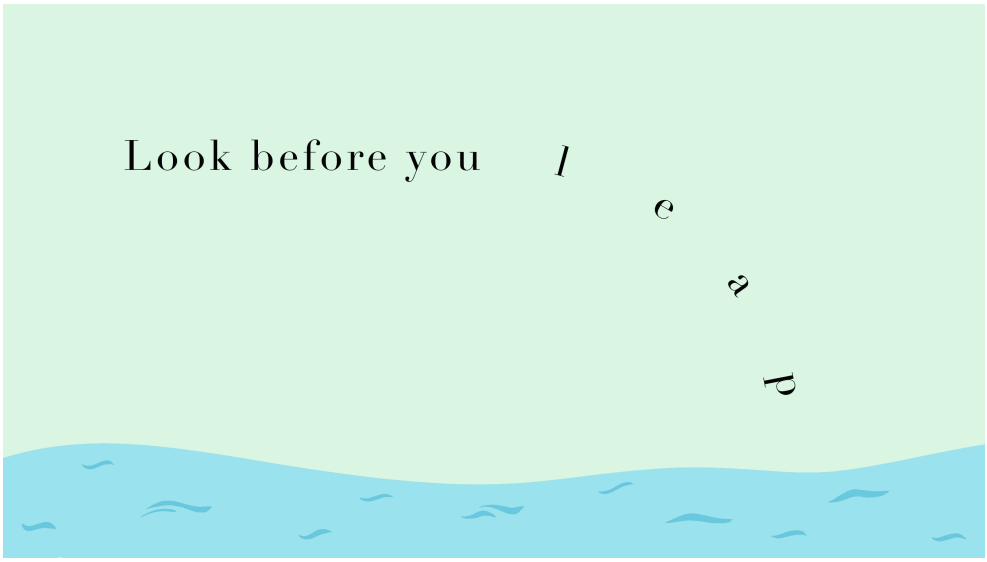


Introduction

Publication Design is the design of both printed and digital publications – this includes magazines, books, reports, forms, posters, websites, web magazines, blogs, etc.
- The learning will include the basics of designing and deciding the choice of the type and images, its layout and compositions, format of the publication, its size, etc.
- The students will also learn the basics of communication methods and processes
- The students will do 3 different tasks to understand this subject, the first on understanding the elements of publication design, second on understanding communication methods and the third on design of a publication

Aim of the Module

To expose school children (Grade 11) to basic fundamentals of publication design and the principles of designing for both print and digital publications. It should create an interest in this field, nurture their sense of curiosity, motivate them to explore and discover this area. It should give exposure to solving simple communication design problems.
The students should be able to use this knowledge for designing story books, magazines, websites, blogs, etc.

Place:

Place: Task 1.1, Task 1.2, Task 1.3 – done at both school and at home

Equipment:

Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually

Grouping:

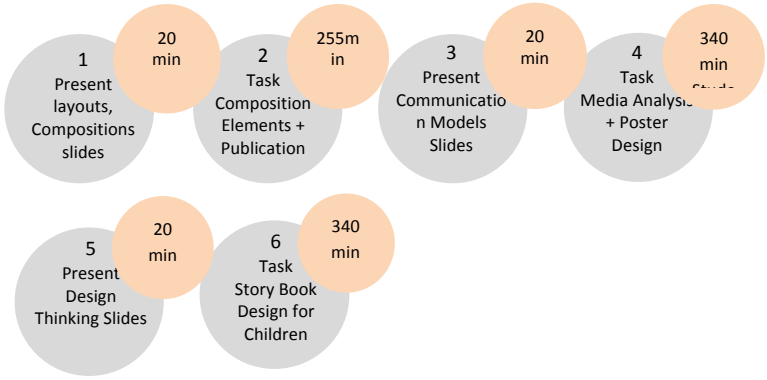
Equipment: Sketchbooks for sketching, Stationary (Pencils, Pens, Colours, Tracing paper), students are advised to use digital devices like computers or tablets (if available, but not necessary)

Exposures:

Exposure 1: Layouts, Compositions and Hierarchy of information
Exposure 2: Model of communication (Message, Channel, Code, Context)
Exposure 3: Design thinking for a communication design problem

Task Sequence:

Task 1.1 + Task 1.2 + Task 1.3



Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:
Phase 1. Observe/Empathise/Research (observation of elements of publications)
Phase 2. Understand/Analyse/Define (analysis of media)
Phase 3. Ideate/Alternate/Create (creative alternatives)
Phase 4. Build/Prototype/Detail (making a presentation)
Phase 5. Evaluate/Reflect/Implement (feedback from others)

Mapping SDG Goals:

The following SDG goals need to be considered while solving this task. While documenting people and events, do think of gender equality and reduced inequalities and concern for life on our planet.

Task 1.0

Task 1 = 1.1 + 1.2 + 1.3:
School Hours: 12, Home hours: 6

Task 1.1

Task 1.1:
School Hours: 4, Home hours: 2
Done in groups of 3-4 at School and individually at Home

Task 1.1a

Task 1.1a:
School Hours: 2, Done in groups of 3-4 at School

Topic title:

Identifying Elements of Composition

Choose any of the following:
A. A newspaper page you like
B. A Magazine that you like
C. Your favourite comic book
D. Your favourite Website
- Bring a copy of one of the above to your class
- You will study the front page and a page inside
1. First identify the **major visual elements** on both the front page as well as the inside page. You should observe how the **text and images/visuals** are used – make a list of all the different elements on both the pages
2. Do these elements have a **hierarchy in representation** of text and image? Is one more prominent than the other – what is the technique used for this – size, boldness, placement on the page, use of colour, orientation, use of texture, etc. Note down these factors
3. How is the **page layout composition** – horizontal, vertical, or tilted?
Alignment: Is it aligned on the basis of symmetry? Note down these factors.
4. Make two columns on an A4 size sheet, The first for the front page and the second for the inside page and note down your findings for points 2 and 3
5. **Grids**: Are there hidden grids or columns for composing the content? Then how many?
Output 1.1a: Identify many aspects of the Elements of Composition and draw the layout of only the hidden grids on paper as lines

Task 1.1b

Task 1.1b:
School Hours: 2, Home hours: 2
Done in groups of 3-4 at School and individually at Home

Topic title:

Simple Visual design/redesign of a Publication:

This task is about understanding Layouts, Compositions and Hierarchy of information
- Select a simple visual design problem (any one of the following)
A. School timetable
B. School Map

C. Identity of your school with letterhead and Visiting cards for School staff
D. Scorecards and school certificate (for sports)
1. Understand the design requirements
2. List all the information and visual elements
3. Decide the hierarchy of the information
4. Create at least 5 rough layouts
5. Prepare the final visual design
6. Print it/or Sketch it neatly
Output 1.1b: Printout or sketch of the final design. The design of the publication needs to be composed with proper layout after considering aspects of hierarchy of information. (Please note: Steps 1-4 could be done at school and the rest 5-6 at home)

Task 1.2

Task 1.2:
School Hours: 4, Home hours: 2
Done in groups of 3-4 at School and individually at Home

Topic title:

Analysis of the media of communication:

Understanding the model of communication (Sender, Message, channel, Code, Context and Receiver).

Task 1.2a

Task 1.2a:
School hours: 2, Done in groups of 3-4

Topic Title:

Analysis of Different Media

Identify the source, message, code, context and receiver in the following channels of communication:
A. Newspaper article
B. Poster on the notice board
C. Film poster
D. Advertisement page in a magazine
E. A comic book
F. Page in a textbook
G. Website
H. WhatsApp or email
Make a chart of your analysis in a table format with the channel on vertical axis and the factors for communication on the horizontal axis:
1. Identify the Source - who has sent the message – Newspaper agency, NGO, School, etc.
2. What is the message or content - summary of the information conveyed
3. What is the Channel or Media - spoken words, TV, Poster, Newspaper, book, etc.
4. What is the Code – Is it text, images, cartoons, etc.
5. What is the context – Political, Entertainment, etc.
6. Identify the receiver – who is the reader
Output 1.2a: Write these clearly on the chart - Analysis of the different (media)

after considering different factors of communications

Task 1.2b

Task 1.2b:
School hours: 2, Home hours: 2, Done individually

Task Title:

Compose a message for a social awareness campaign

on use of 'Green Energy' or 'Sustainability practices' or 'Re-cycling'

You need to choose any 2 of the given channels to convey your message. The message can be made out of Text or Image or Text + Image.
A. News magazine
B. Comic Strip
C. A Cartoon
D. Poster for school notice board
Understanding a process to solve a communication design problem
1. Identify all the issues and concerns connected with chosen subject
2. Read about the issue and discuss it with your friends, teachers and parents
3. Note different points of view and make a selection on what you would like to convey as a message on the chosen subject
4. Choose your channel to convey your message
5. Sketch your alternate ideas
Output 1.2b: Finalise and layout the message using text, image or text + image in any two of the chosen channels

Task 1.3

Task 1.3:
School Hours: 4, Home hours: 2, Done individually

Topic title:

Design a Story Book for Children

on any of the following subjects:
A. Traffic Rules and Road Crossing
B. Elements from Nature as your characters – an inspiring story from Nature
C. On a social issue dear to your heart

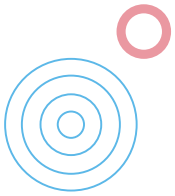
Understanding a process to solve a communication design problem
1. Identify all the issues, rules, conventions connected with chosen subject
2.Read about the issue and discuss it with your friends, teachers and parents
3. Note different points of view
4. Write an interesting short story suitable for primary school children in less than 300 words
5. Plan appropriate visuals to go along with the story (Sketches, Illustrations, Photographs, etc.)
6. Apply principles of composition for the layout of your book, and make a choice on how many columns to use on a page, how to align the text – central, left or right aligned and how and where to place the image or illustration
7. Use only one typeface - you can vary the size, weight and colour
8. Design and print a book (A5 size) of either 8 or 12 pages (either 2 or 3 A4 size paper sheets, printed on both sides, folded in the middle)

Output 1.3: Make a presentation of your book in the class to your classmates explaining the process that you followed and the thought behind your solution

Reflection:

Questions to ponder:
- Would you like to be part of the team to design the school news magazine?
- Would you like to write, illustrate and design books for children?
- Would you like to pursue this creative field and wish to become a graphic designer?
- Would you like to be part of the publishing industry?

Self Assessment:



Assessment Criteria (Task 1.1 + 1.2 + 1.3) – Assess yourself:

- Identified well many aspects of the Elements of Composition (Group Assessment, Task 1.1a)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The design of the publication was well composed with proper layout after considering aspects of hierarchy of information. (Group + Individual Assessment, Task 1.1b)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- Analysis of the different medias was done well after considering different factors of communications (Group Assessment, Task 1.2a)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The design of the message for social awareness campaign was well done. (Group + Individual Assessment, Task 1.2b)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The Storybook for children was done well after understanding the process to solve a communication design problem (Group + Individual Assessment, Task 1.2b)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

Other References:

Other suggested References:

1. References:
Fundamentals of Layout and Compositions:
https://www.youtube.com/watch?v=a5KYlHNKQB8

2. Basics of Typography:
https://www.youtube.com/watch?v=sByzHoiYFX0

3. Grids and Layouts
https://www.dsource.in/course/visual-design-primer-grid