

## Elements and Principles of Design Trading Cards

### Mr. Martin, Introduction To Design

#### **The Project: Communicate information with clarity**

*The trading card is a great way to present a lot of complex information quickly. The better the design, the more clear the information will be. Trading cards are designed so that the entire set goes together, but also so that important differences (like sports teams) are easy to identify.*

Student partners will create a set of 3 ½" x 2 ½" trading cards for the 14 design elements and principles. The cards, each featuring one of the elements or principles, will be two-sided and will present the following information:

- Identification as the item as either a design element or principle
- the name of the element or principle
- a definition of the element or principle
- a visual example of the element or principle (collected from internet sources)
- supporting and organizing visual and layout elements

Each partner is responsible for completing a set of sketches, a list of Internet sources for card images, and (of course) ½ of the set (either Elements or Principles) of finished cards. Each person is also responsible for a reflective essay (see below).

#### **The Goal: A unifying design motif, but a distinct identity**

Your ½ set will be designed to “fit” thematically with your partner’s ½ set, but will also be distinctly its own. In other words, the viewer should be able to tell that the elements and principles cards are designed to go together, but should also be able to quickly see that all of the “elements” cards are distinctly elements, and all of the “principles” cards are distinctly principles (just as you can tell that all of the football cards are from the same set, but can also easily identify the cards for one team). It is up to the partners to decide how one group will be differentiated from the other.

#### **Looking Back to Learn: The Reflective Essay**

*Being able to explain your work is the difference between a knowledgeable designer and someone who is just fooling around. To that end, every design student must explain what they've done and talk about why they did it.*

Each student is responsible for a typed reflection, in **essay** form, of **no less than 250 and no more than 750 words**, describing the “**how’s**” and “**why’s**” behind their design choices in the card set.

Ask yourself:

Why did I choose to do \_\_\_\_\_? How did I do \_\_\_\_\_?

**Students will also discuss the successes of their design and the needs for improvement.** The reflection will be created on MS Word or another word processor, and turned in by cutting and pasting the text into an Edmodo assignment. Spelling will be counted, as will appropriate grammar. The student is expected to use vocabulary from the unit in his response.

**This essay will be graded separately from the assignment and is worth 25 points. See next page for grading criteria.**

**Project Grading (100 points):**

Your cards will be judged based upon the following:

**Craftsmanship (25%):**

How well the cards are executed in terms of layout, consistency, and neatness matters in terms of their successfulness in communicating ideas. Cards must meet size, content, and layout guidelines. Utilizing all class time wisely allows for a well-considered, well-executed design that is thorough in its presentation of the message.

**Skill (25%):**

How well and how much you use Illustrator and layout design skills, to create the thematic elements and bring together the images and text, contributes to both clarity and timely completion.

**Concept understanding (25%):**

Through your design, an understanding of key vocabulary and design guidelines (such as a unified, but distinctly categorized motif), as well as a complete understanding of the information presented through your cards, must be demonstrated.

**Growth(25%):**

In the last assignment, we learned to use a broad range of tools and techniques, in terms of Illustrator and design in general. You must show that you are becoming more fluent in using those skills and in making a complex design.

**Essay Grading (25 points):**

**Grammar, structure, and spelling (25%):**

The essay must be well-written, using an appropriate organizing structure (flows easily with one topic leading into the next), correct grammar and spelling.

**Informational Specificity (25%):**

The discussion of “how’s” and “why’s” must identify specific design choices that you made within the layout and must explain your decision-making process (why you did it).

**Quality of Reflection (25%):**

When identifying areas of success and areas of your design that are in need of improvement, you must discuss your thoughts on why you feel that way.

**Summarization and Plan for action (25%):**

The essay must conclude with a summary of the assignment, including how you feel about the quality of your work, ***AND what lessons you learned about layout design.***