

Letterform Construction, Classification and Use

Project 1 / Worth 30% of your course grade / Due week 6, Feb 22–25, 2021

Overview

In today's on screen world designers need to understand the visual language of typography and be sensitive to the construction and balance of the type form. However with a lack of understanding of how the forms are rendered, typography for many is merely an exercise in selection.

In this assignment, students will explore the influence of the human hand on letter construction, type anatomy, type classification and type selection to gain a greater understanding of letterforms and their impact on a design.

This project is comprised of several component parts, each outlined below. All parts will be brought together in a provided web template for project submission. This project provides a foundation for thoughtful typeface selection in interaction design projects.

Deliverables

This project consists of several phases of work, each to be completed and added to a supplied HTML template, which is to be uploaded and submitted via the student's own Firebird server space. Process work should be documented on a WordPress blog, also hosted on each student's Firebird server space.

1. Letterform Construction

Students will complete the letterform construction worksheets in class using Adobe Illustrator, using the pen tool and various shape tools. The purpose is to understand the proportions, geometry, and modular construction of Roman-based letterforms, through drawing the letters that make up the word "Hamburgefontsviv." Alternate "a" and "g" forms are also explored.

After drawing the linear structure of the letterforms, apply different strokes to the paths: explore use of linear strokes (weights, caps, corner styles), and calligraphic brush strokes (roundness, width, angle) and observe how they affect the positive and negative shapes of the letters.

After critique, the strongest set of letters should then be converted to outlines, and joined into solid, non-overlapping shapes using the Pathfinder or Shape Builder tools, and further refinement done. Apply manual kerning to the word "Hamburgefontsviv" and label all relevant anatomy.

2. Setting Paragraphs of Type

Students are given a block of text they must set for on-screen reading in the provided template.

Students must choose one of the three provided excerpts to set as body copy on their webpage. The context for each article is not provided, but students should read their chosen excerpt to gain an understanding of its content.

They must choose the most appropriate type setting for the job, and then implement their choices using CSS.

Once a paragraph has been selected, students must make the following choices:

Typeface (**font-family**): Students must select one of the following typefaces to use when setting their paragraphs of text. Not all of these faces are appropriate for body copy, so students must make an educated decision. All of these typefaces have been made available through the externally-linked CSS document provided in the template file and can be implemented using the below syntax. The choices are:

`font-family: 'Abril Fatface', serif;`

`font-family: 'Bitter', serif;`

`font-family: 'Georgia', serif;`

`font-family: 'Kelly Slab', serif;`

`font-family: 'Roboto', sans-serif;`

`font-family: 'Ubuntu', sans-serif;`

Column Measure (**width**): select an appropriate line length width based on typeface selection and font size.

Font Size (**font-size**): select an appropriate font size based on typeface selection and the purpose of the text being set.

Leading (**line-height**): select appropriate leading for based on typeface selection and font size.

Tracking (**letter-spacing**): select appropriate tracking based on typeface selection, column measure, and the purpose of the text being set.

Additional parameters may also be used at the student's discretion. Be sure to use units appropriate to setting text.

3. Typeface Classification

Students will be given images of 4 different letters (students will receive different letters). Using information from in-class lectures, activities, students must accurately identify each letter's classification and give a brief analysis explaining their answer

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Policy on Use of Sourced Materials

All work on this project should be the student's own creation, other than materials supplied by their instructor(s).

Delivery Format & Instructions

Completed web template filled in and hosted on the student's Firebird server space with all relevant information including:

- Final constructed letterforms
- Typographic anatomy identified on letterforms
- Final set paragraphs
- Completed classification examples with analysis
- Process work (rough letterforms, stages of exploration and refinement, exploratory work on paragraph typesetting) will also be collected into a single blog post, linked in the appropriate place in the template

Submit a link to the project on SLATE in the "Project 1" submission folder. Test your work prior to submission to ensure the submitted link works correctly and appears as expected.

Schedule

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| WEEK 01 (Week of Jan. 18) | <ul style="list-style-type: none">• Brief given• Letterform construction |
| WEEK 02 (Week of Jan. 25) | <ul style="list-style-type: none">• Typeface anatomy• Font classification• Letterform refinement |
| WEEK 03 (Week of Feb. 01) | <ul style="list-style-type: none">• Readability considerations• Typesetting paragraphs |
| WEEK 04 (Week of Feb. 08) | <ul style="list-style-type: none">• Final review/critique of letterforms |
| WEEK 05 (Week of Feb. 15) | <ul style="list-style-type: none">• Final review/critique of paragraphs |
| WEEK 06 (Week of Feb. 22) | <ul style="list-style-type: none">• Project due at beginning of class |

Evaluation Criteria

This project is worth 30% of the course grade.

30% Letterform Construction

Quality of final letterforms

30% Typeset Paragraph

Appropriateness of typesetting choices for on-screen reading of long text

5% Classification of Letterforms

Letterforms are correctly identified

10% Rationale for Classification

Accurate identification based on anatomy and historical classifications

25% Process Work

Breadth and depth of exploration

Project Learning Outcomes

- Identify typographic anatomy using the appropriate terminology
- Employ principles of visual hierarchy in simple typographic designs
- Utilize grids to organize visual elements on a page

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| 100% | Perfect Work: Mastery of project learning outcomes. Requirements of assignment are satisfied through artful use of theory/skills to produce an innovative submission at a level that exceeds industry standards. |
| 95% | Rare Work: Rare comprehension of project learning outcomes. Requirements of assignment are satisfied through expert use of theory/skills to produce a nuanced and original submission that meets industry standards. |
| 90% | Outstanding Work: Outstanding comprehension of project learning outcomes. Requirements of assignment are satisfied through the use of theory/skills to produce a highly original submission that meets industry standards |
| 85% | Exceptional Work: Exceptional comprehension of learning outcomes. Requirements of assignment are satisfied through the use of theory/skills to produce an original submission that meets industry standards. |
| 80% | Excellent Work: Excellent comprehension of project learning outcomes. Requirements of assignment are satisfied through the use of theory/skills to produce a submission with elements of originality that meets industry standards. |
| 75% | Very Good Work: Thorough comprehension of project learning outcomes. Requirements of assignment are satisfied through the skilled use of theory/techniques to produce high quality student work. |
| 70% | Good Work: Good comprehension of project learning outcomes. Requirements of assignment are satisfied through the skilled use of theory/techniques to produce quality student work. |
| 65% | Competent Work: Acceptable comprehension of project learning outcomes. Requirements of the assignment are satisfied with ample skill. Student demonstrates competence at a sufficient level to continue in the program. |
| 60% | Fairly Competent Work: Moderate comprehension of project learning outcomes. Requirements of the assignment are satisfied with some skill. |
| 55% | Passing Work: Passable comprehension of project learning outcomes. Requirements of the assignment are satisfied with limited skill. |
| 50% | Borderline Work: Minimal comprehension of project learning outcomes. Requirements of the assignment are satisfied with marginal skill. |
| 40% | Poor Work: Insufficient effort and/or minimal comprehension of project learning outcomes. Requirements of the assignment are not satisfied despite the completion all components. |
| 30% | Very Poor Work: Submission is partial and/or of poor quality. An incomplete comprehension of project learning outcomes is demonstrated. |
| 0 | No Submission: No work was submitted for review. |