# How sweet it is!

PROJECT 2 / WORTH 35% OF YOUR COURSE GRADE / SEE SCHEDULE SECTION OF THIS BRIEF FOR DUE DATES

## Overview

The purpose of this assignment is to explore use of the grid system as a compositional tool, and to apply typographic contrasts to create a visual hierarchy. Students are to select a chocolate bar or packaging and transcribe all text information from its wrapper, in English and in French. This type will serve as content for the exercises that follow.

In the following (in-class) exercises students will explore contrasts, stance, weight variations, case, as well other variations within a typographical setting. All compositions should build on the design principles already learned in your Design and Visual Language course, and as such, should incorporate visual balance, a focal point, and designed eye path through the compositional space. In-class layouts will be created in Adobe InDesign and take home layouts will be created in HTML/CSS using CSS grid (display: grid;), and hosted on the student's Firebird server space.

## Deliverables

### Part A: Analysis (10% of project)

Students are to deconstruct and analyse the text information on their chocolate bar's wrapper. The analysis should divide the content into 3 categories: primary, secondary and tertiary levels on information. For each level in the communication hierarchy, students are to describe the properties of the typographic treatment that makes it primary, secondary or tertiary information to the viewer.

| Text Transcription In Class (5% of project grade) | Analysis of Hierarchy Take Home (5% of grade) |
|---|---|
| This analysis should be completed in a Word document, uploaded to SLATE by the end of class. Be sure to include your name on the submission. This portion of the assignment cannot be submitted late.<br><br>Due: end of class, Week 06 | This analysis should be placed in the provided HTML template and uploaded to your firebird server. A screen grab of your upload confirmation may be included in the project's dropbox folder along with a link to the page.<br><br>Due: beginning of class, Week 07 |

### Part B: Structure (30% of project)

Using all the information from the chocolate bar, (including both English and French) students will develop layouts that illustrate visual/typographical hierarchy with the use of only one font at one size in 90% black (no variation in typeface, weight, or colour). The objective is to achieve a balanced layout between the type and the background white space.

| Stucture Layout In Class (10% of grade) | Structure HTML Layout (20% of grade) |
|---|---|
| Complete one layout in class using the provided InDesign template. You may create multiple layouts in class, but only one will be submitted as a PDF, to be uploaded to SLATE by the end of class.<br><br>Due: end of class, Week 07 | Create another version using the provided CSS/HTML files as a base. In this second version you may explore a different typeface than you chose in the in-class exercise.<br><br>Due: beginning of class, Week 08 |

### Part C: Stance/Weight (30% of project)

Using all the information from your package, (including both English and French) students will develop layouts that illustrate visual/typographical hierarchy with the use of only one font at one size in 90% black, with only variation in stance (Roman and Italic) and weight (e.g. Light, Regular and Bold). The objective is to achieve a balanced layout between the type and the background white space.
*Note: Your layout should be a different layout than Part B. (Continued...)*

**Weight and Stance In Class (10% of grade)**
Complete one layout in class using the provided InDesign template. You may create multiple layouts in class, but only one will be submitted as a PDF, to be uploaded to SLATE by the end of class.

Due: end of class, week 08

**Weight and Stance HTML (20% of grade)**
Create another version using the provided CSS/HTML files as a base. In this second version you may explore a different typeface than you chose in the in-class exercise.

Due: beginning of class, week 09

**Part D: Expressive layout / Contrast of Fonts (30% of project)**
Using all the same copy from Parts B and C, students are to develop layouts that visual demonstrate typographical hierarchy through the mixture of two different typefaces, using different sizes, different weight variations (e.g. Light, Regular and Bold) and two stances (Roman /Italic) in 90% black. The objective is to achieve a balanced layout between the type and the background white space.
*Note: Your layout should be a different layout than Part B & C*

**Expressive layout In Class (10% of grade)**
Complete one layout in class using the provided InDesign template. You may create multiple layouts in class, but only one will be submitted as a PDF, to be uploaded to SLATE by the end of class.

Due: end of class, week 09

**Expressive Layout HTML (20% of grade)**
Create another version using the provided CSS/HTML files as a base. In this second version you may explore a different typeface pairing than you chose in the in-class exercise.

Due: beginning of class, week 10

## Delivery Format & Instructions

Submit project components to SLATE to the appropriate submission folder. In-class components must be submitted as PDF only.

Take-home components must be links to functional HTML pages hosted on the student's firebird server.

## Schedule

Week 06 (week of Feb 23):    Project brief, Type Analysis,

CSS grid introduction

Reading Week ( week of Mar 1)

Week 07 (week of Mar 08):    Part A due, Part B in-class

Week 08 (week of Mar 15):    Part B due, Part C in-class

Week 09 (week of Mar 22):    Part C due, Part D in-class

Week 10 (week of Mar 29):    Part D due

## Project Learning Outcomes

This assignment corresponds with learning outcomes 3, 4, 5, and 6 from your course outline.

## Evaluation Criteria

| | |
|---|---|
| **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. |