



(alex knepley) is a person,  
who has made a habit of design work, stretches daily, has a complex relationship to language, dislikes: mystification, loves pushing the rock up the hill.



*\*Portfolio*

**01\*** Branding, Identity, Web Design

**07\*** Print Design & Production

**11\*** Publications

**19\*** Web Dev & Design

**21\*** Posters

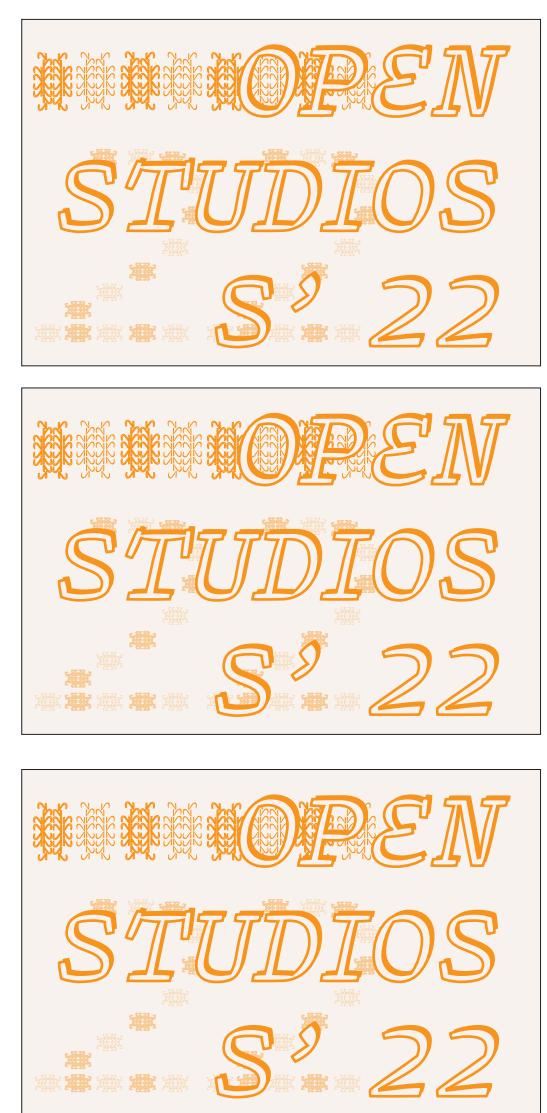
**23\*** Studies & Process

# 01\* Branding, Identity, Web Design

Open Studio, Detroit



print



type

Header

## ARRAY HEADER

Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww  
Xx Yy Zz

Subheading

## DICO MONO

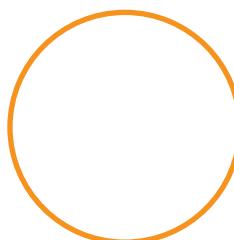
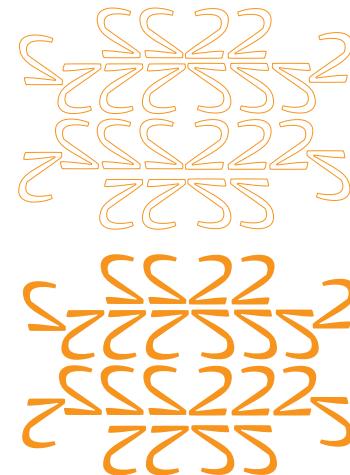
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Ss Tt Uu Vv Ww Xx  
Yy Zz

Copy/Body

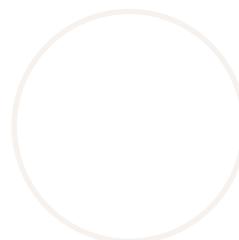
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Yy Zz

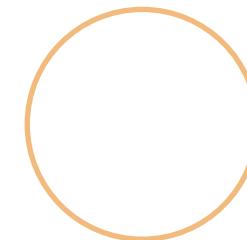
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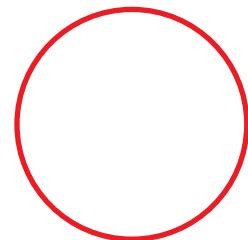
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RGB: 242 186 124

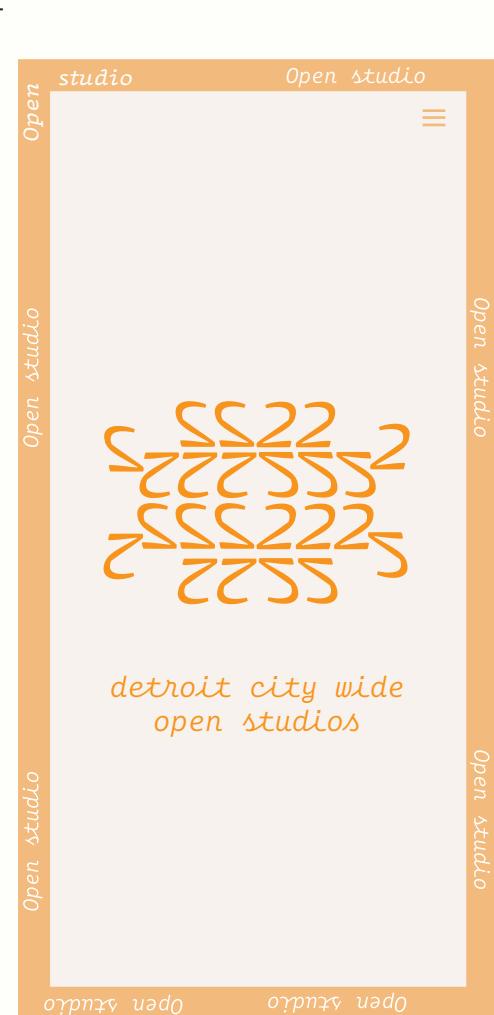
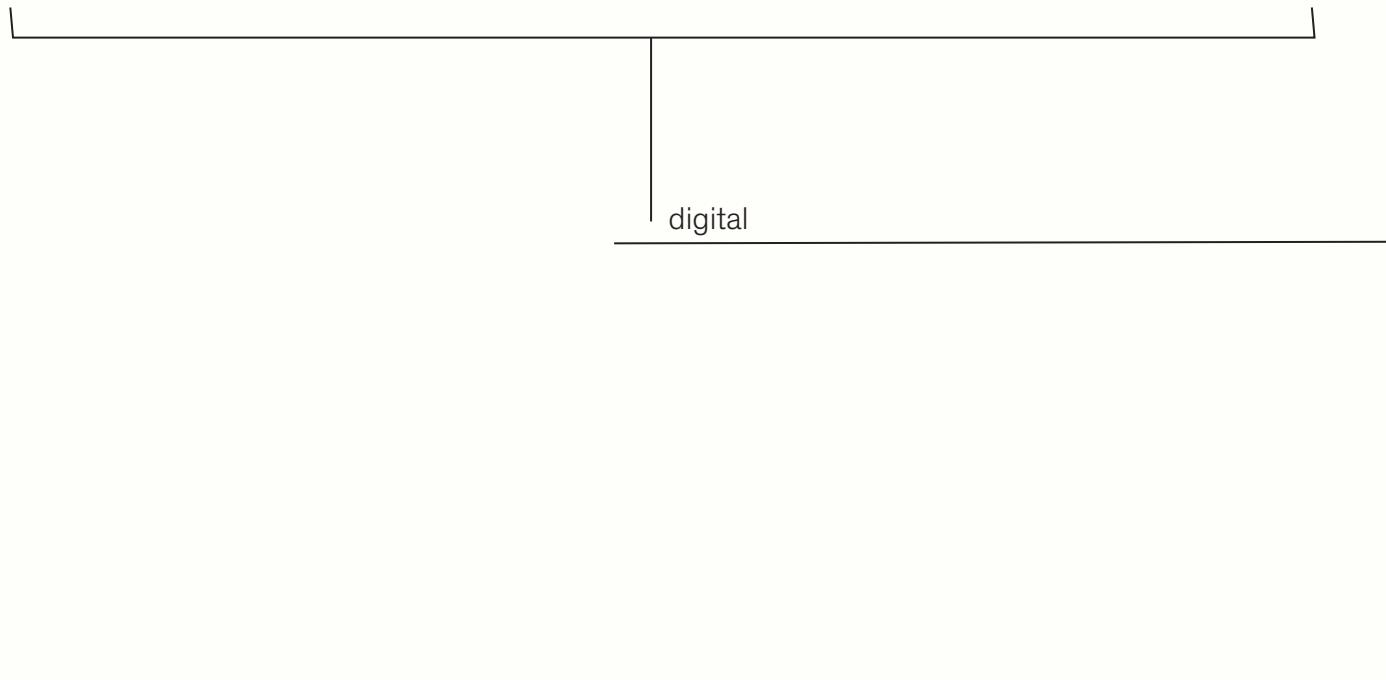
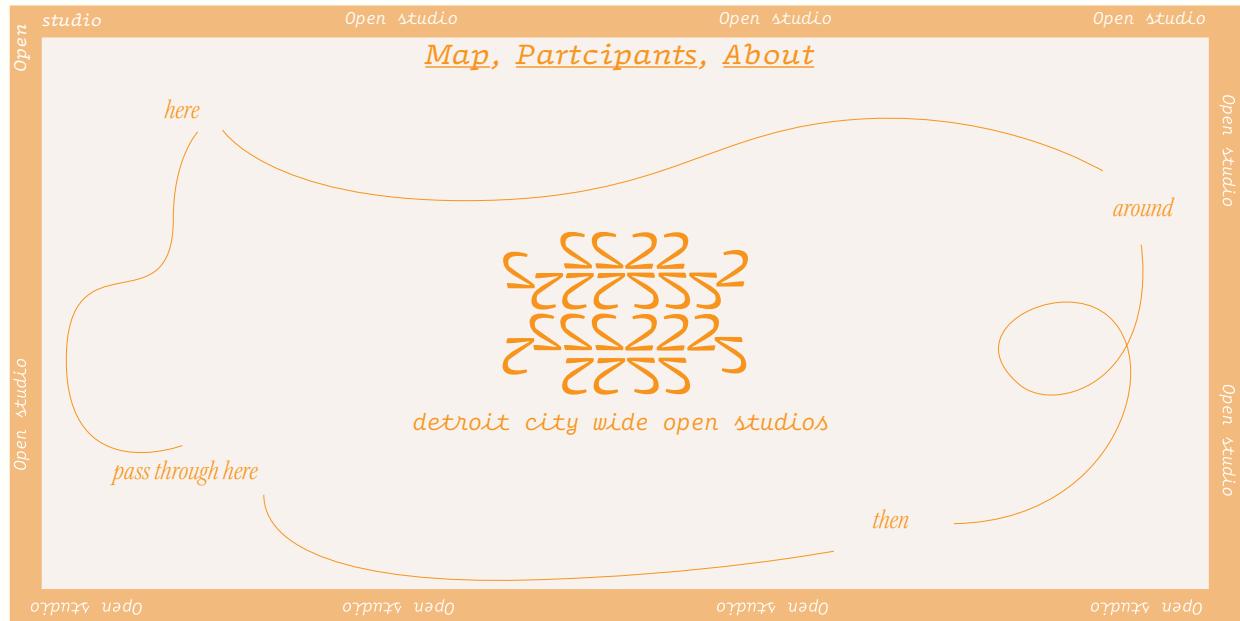


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RGB: 236 28 36

colorways

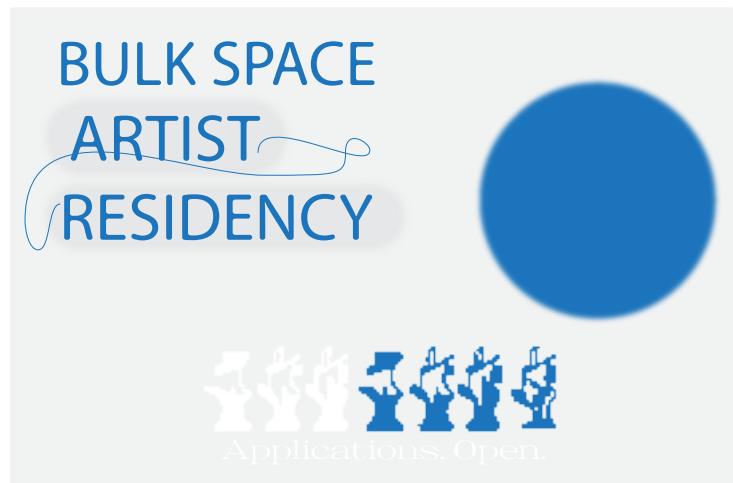
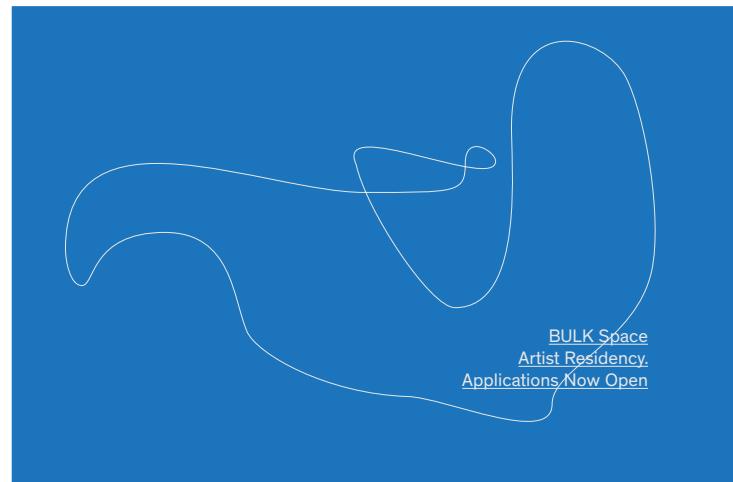
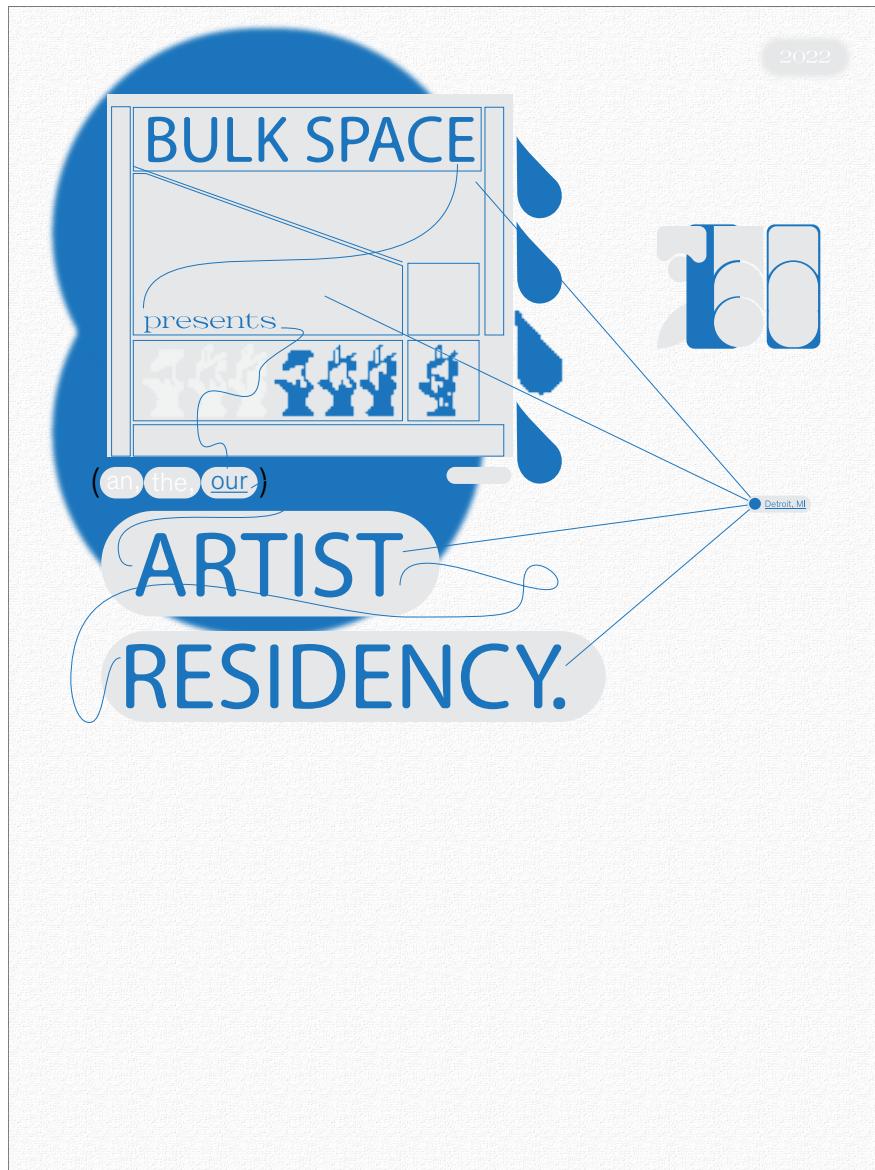
# 03\* Branding, Identity, Web Design

Open Studio, Detroit



## 04\* Branding, Identity, Web Design

## BULKSPACE, Artist Residency



print

# 05\* Branding, Identity, Web Design

BULKSPACE, Artist Residency



#3366cc  
CMYK: 81 63 0 0  
RGB: 51 102 204

#e6e7e8  
CMYK: 8 6 6 0  
RGB: 230 231 230

#f1f1f2  
CMYK: 4 3 2 0  
RGB: 241 241 242

#ffffff  
CMYK: 0 0 0 0  
RGB: 255 255 255



logos

colorways

MYRIAD PRO Header

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Messapia Subheader

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Theinhardt Body/Copy

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Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

type

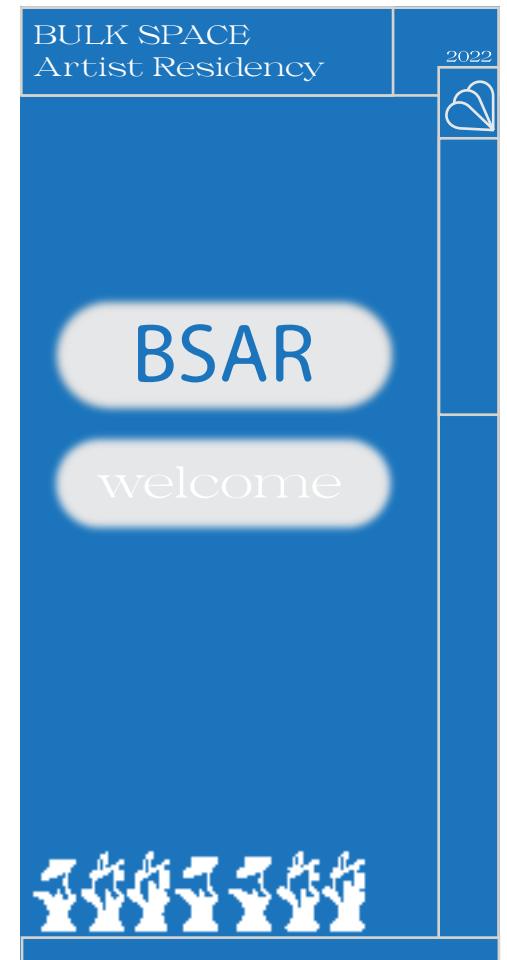
ARTIST  
RESIDENCY

# 06\* Branding, Identity, Web Design

BULKSPACE, Artist Residency



digital



## 07\* Print Design & Production

## Tejidos: Mixtec Basket Weaving



Zine & index cards made to accompany a workshop on the history of + physical process of Mixtec Basket Weaving.

[6"x9" zine, 8 pages, 30, 2"x3" cards] - Designed with/for Lorena Cruz Santiago

# 08\* Print Design & Production

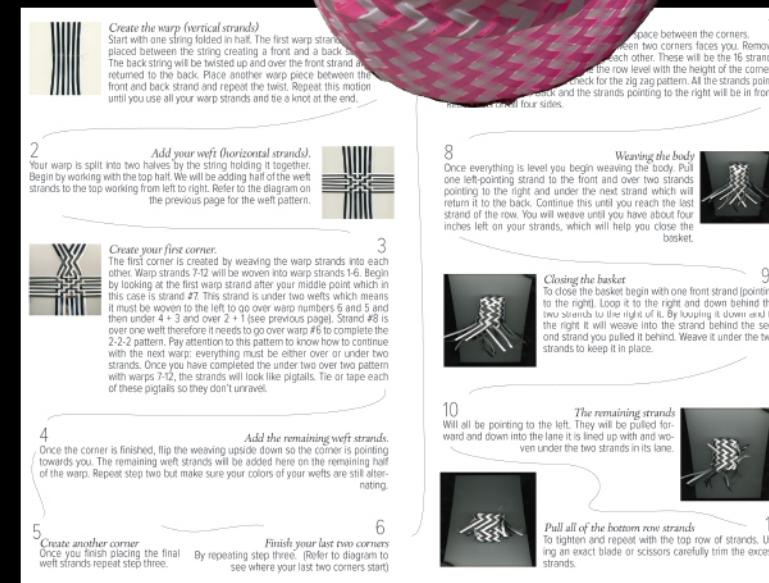
## Tejidos: Mixtec Basket Weaving



My weaving teachers Benita López and Baltazar Vicente Santiago are a married couple from Nocixtlán, Oaxaca, Mexico. They spend their time weaving various objects like baskets, hats, and jewelry, in up to six different weaving techniques. Dña Benita and Don Baltazar each descend from multi-generational basket weaving families. This workshop today would not be possible without the knowledge she generously taught me two years ago. Please check out their facebook page, Itahí, enlazando historias to see their work.

It's just a pattern  
(a pattern)  
you  
just  
(have to)  
familiarize  
you  
(r eyes with)

Its just a pattern you have to familiarize your eyes with



# 09\* Publication Design & Production

F.Y.G.



A physical compilation of thoughts and imagery that inspired  
Venusloc's video production, F.Y.G.

*[(4) 2"x3" sheets, 2"x3", folds out to 11"x17" poster] - Designed with/for Venusloc*

This work was  
birthed out of  
feeling fed up.

11x17  
11x17



I advise  
you gather  
your things  
and exit  
this place  
feeling fed up.



This work  
was birthed  
out of feel-  
ing fed up.

fuck  
green  
light

This work  
was birthed  
out of feel-  
ing fed up.

feeling fed up.  
birthed out of  
feeling fed up.

feeling fed up.  
birthed out of  
feeling fed up.

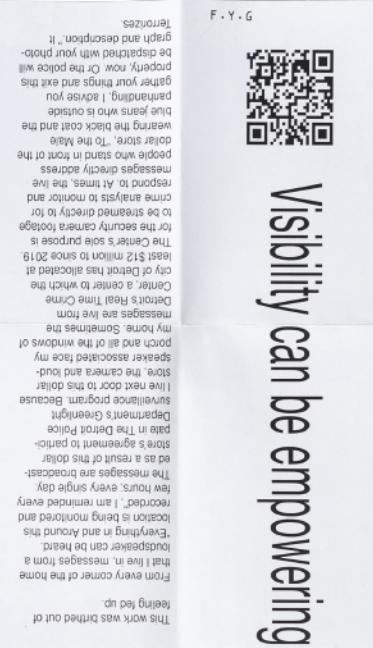
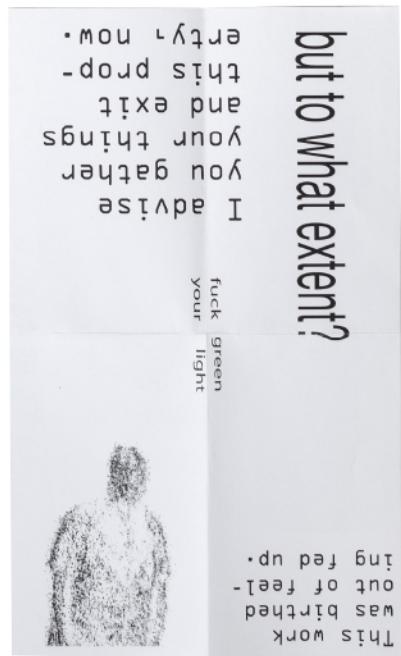
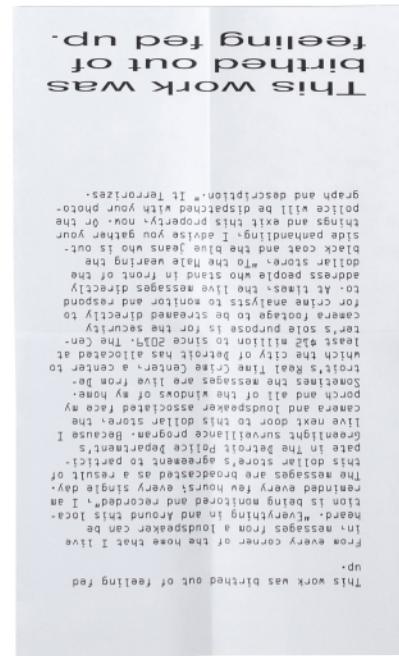
Visibility can be empowering

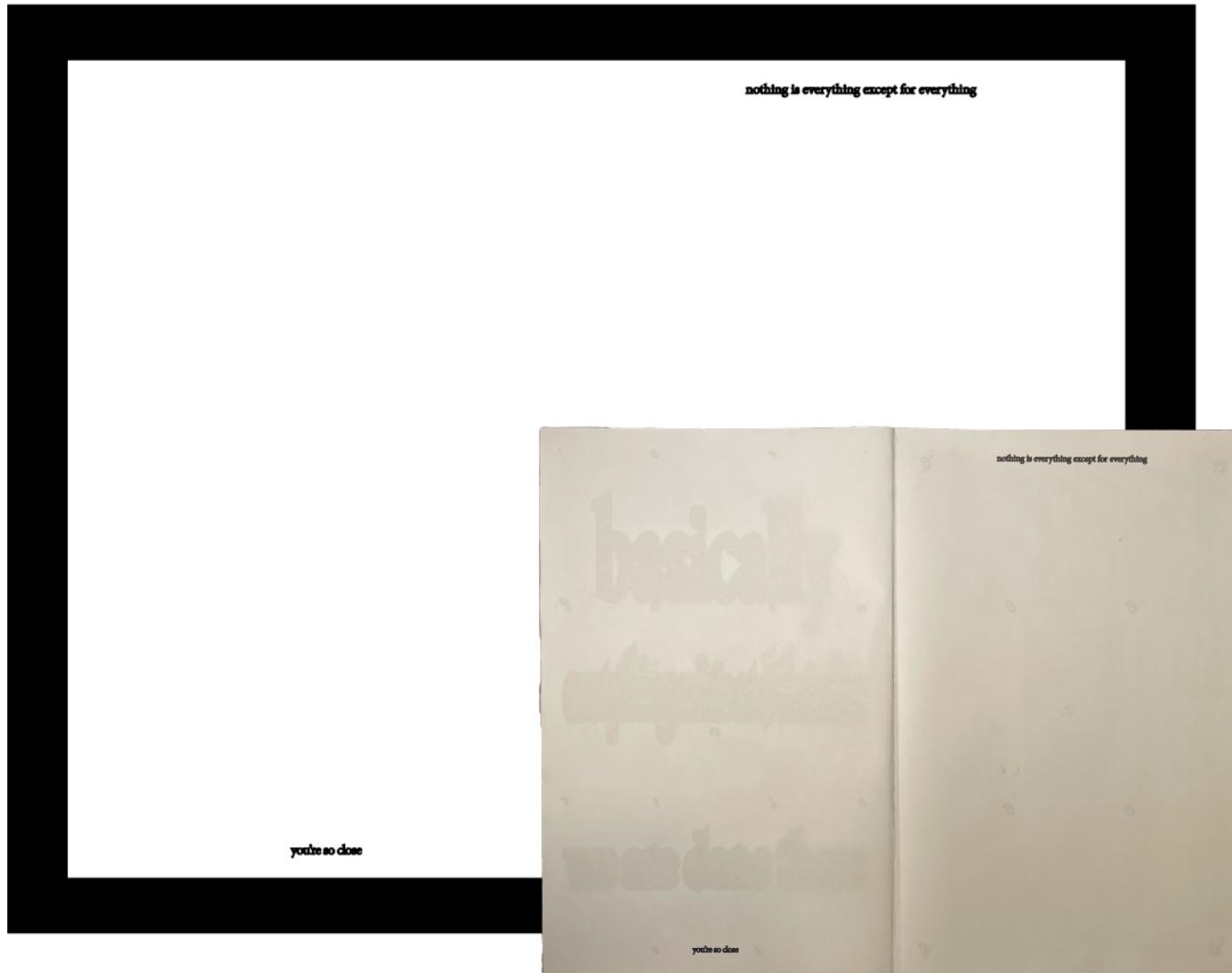
9 - Y.F.

QR code

## 10\* Publication Design & Production

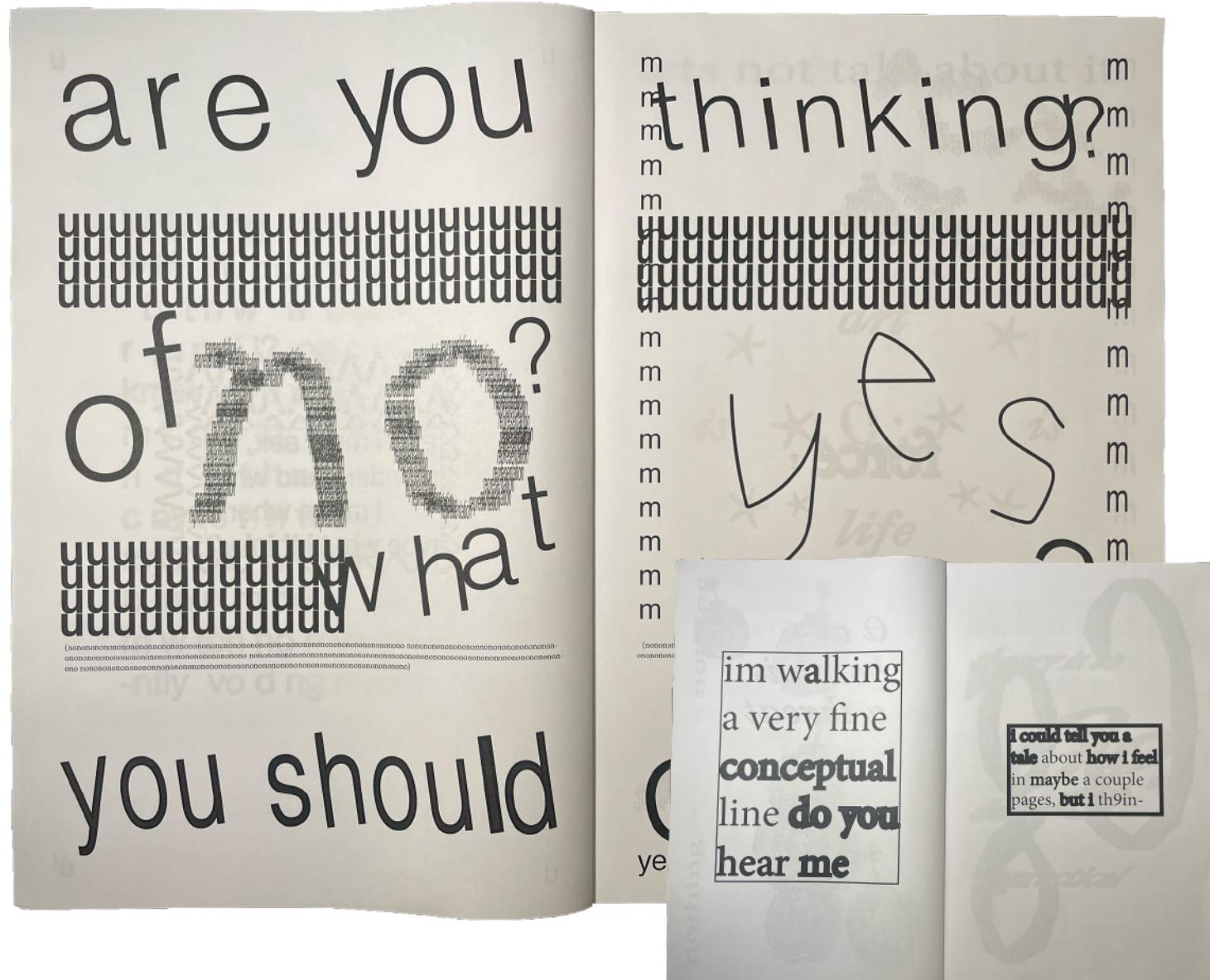
F.Y.G.

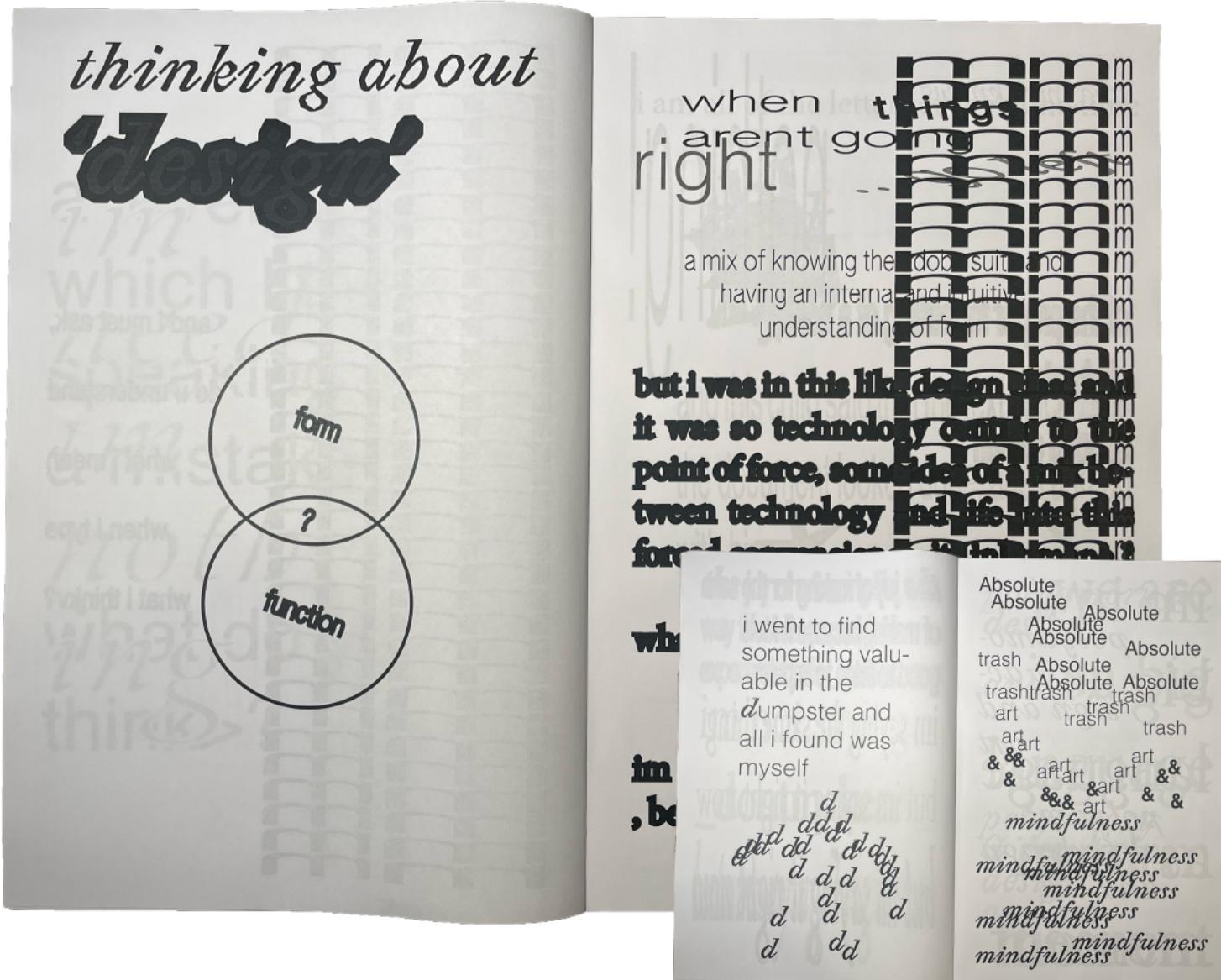




Looking at Social Practice, Design, Art and living. The way we construct ideas and understandings around them, and the way those understandings and ideas are then communicated outward.

*[33 sheets of copy paper + 64 designed pages + hand perfect bound + 11"x17"]*

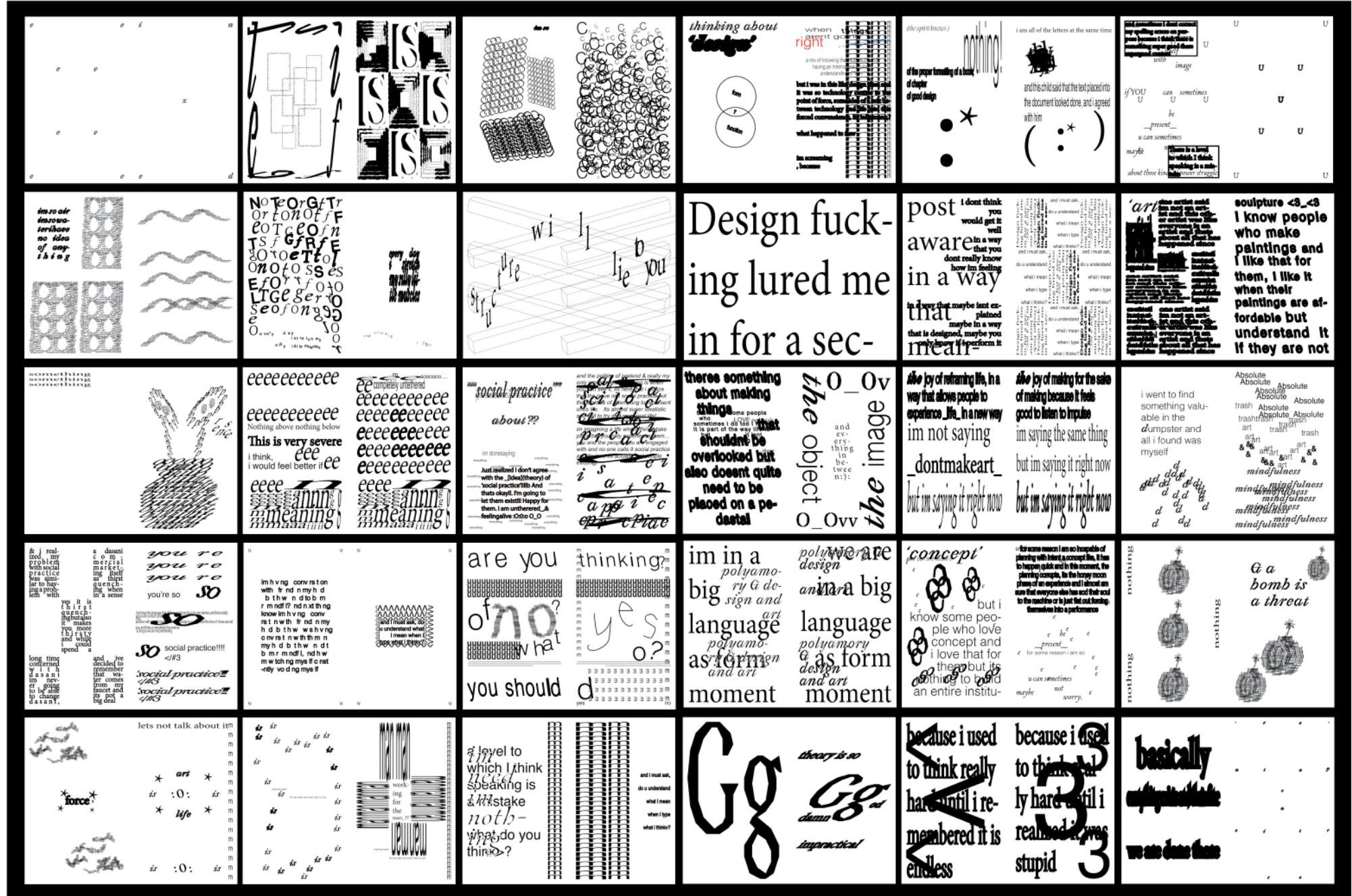




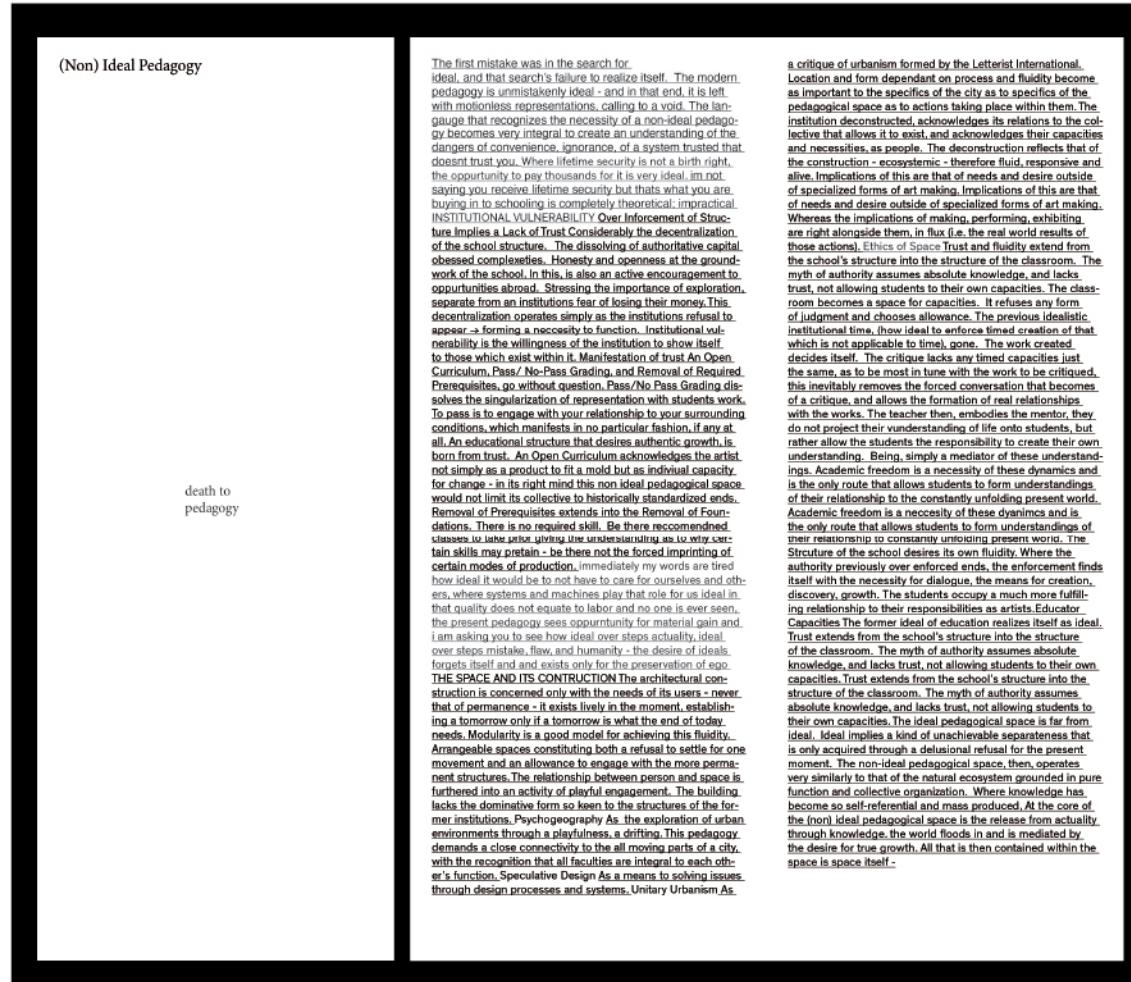
[33 sheets of copy paper + 64 designed pages + hand perfect bound + 11"x17"]

# 14\* Publications

# Nothing is Everything



[33 sheets of copy paper + 64 designed pages + hand perfect bound + 11"x17"]



Out of an interest for forms of pedagogy, & the rate at which they seem to be created and recreated, always a conversation, never an application. Pedagogy as anything is pedagogy as illusion. Pedagogy As Nothing.

[28 pages + saddle stitch + 4.25"x11"]

(Non) Ideal Pedagogy

death to pedagogy

enough pedagogy

has

been created  
we need to  
destroy

the voice that

creates a pedagogy:  
IASI

Pedagogy IASI note-  
ing

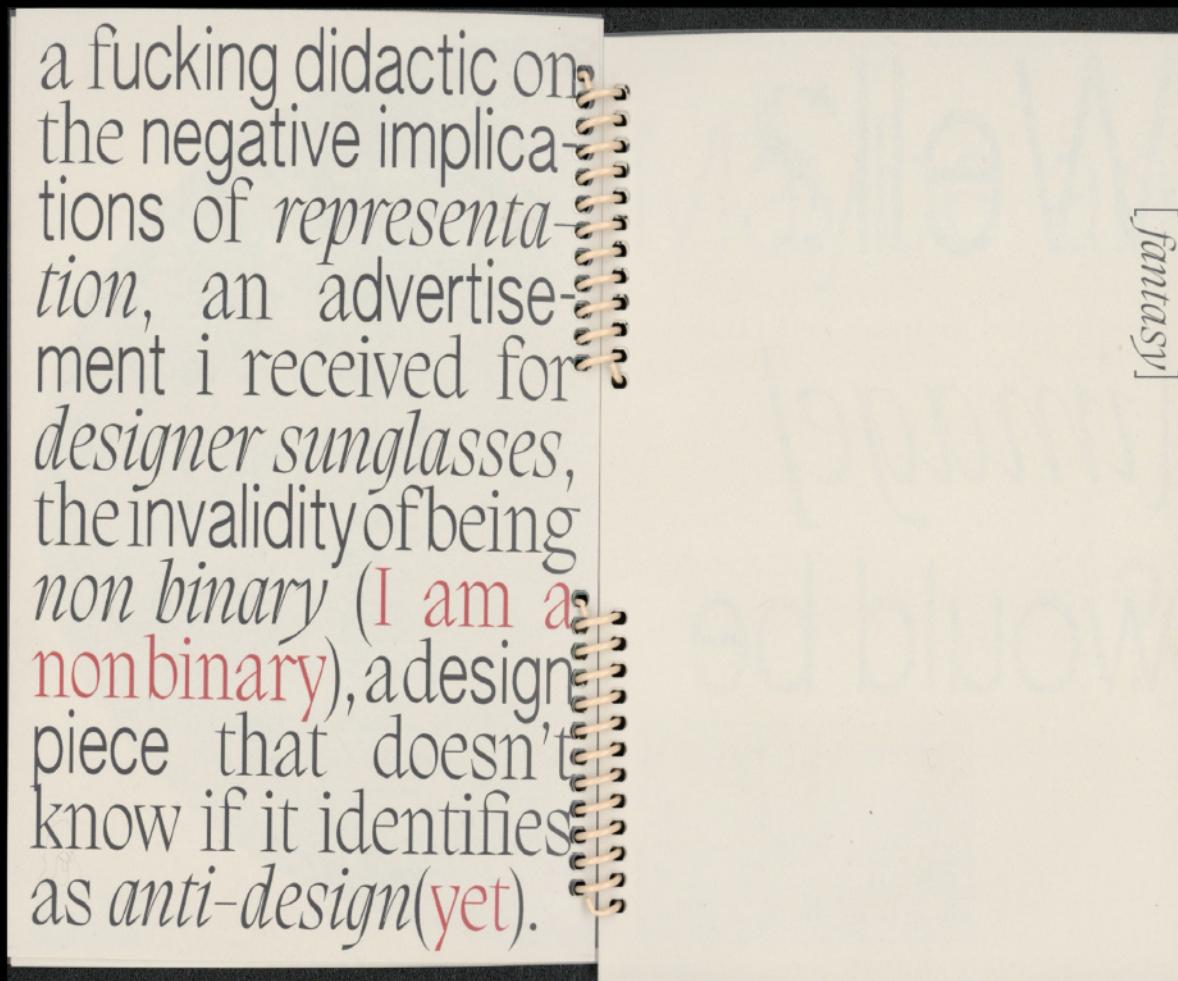
dead

The changes of education I have found, is that it is so easily confused with what it is not. It is quite easy to forget both the ends and means toward the attainment of educated graduates—people literally used to ask me “What is the purpose of education?” and I would reply “The whole world is full of educated people.”

Thomas Merton, Love and Living, p. 11

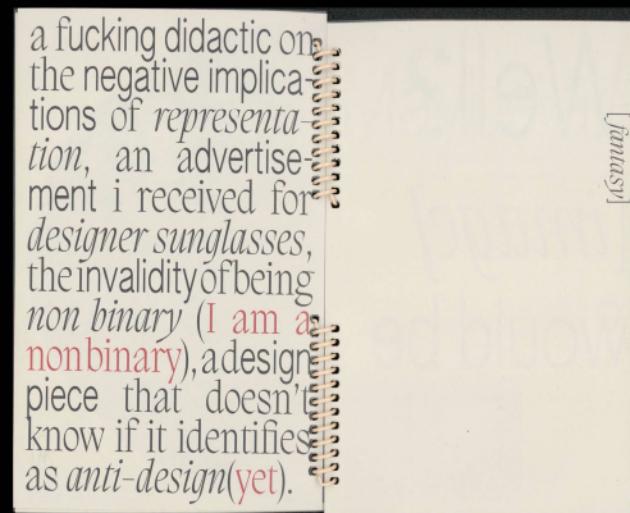
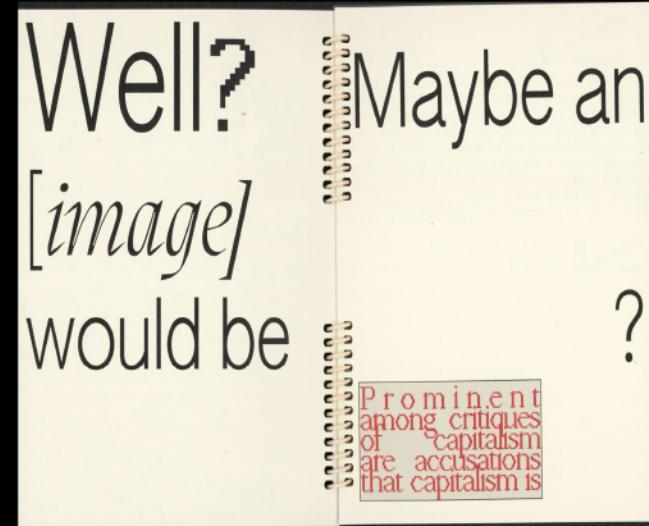
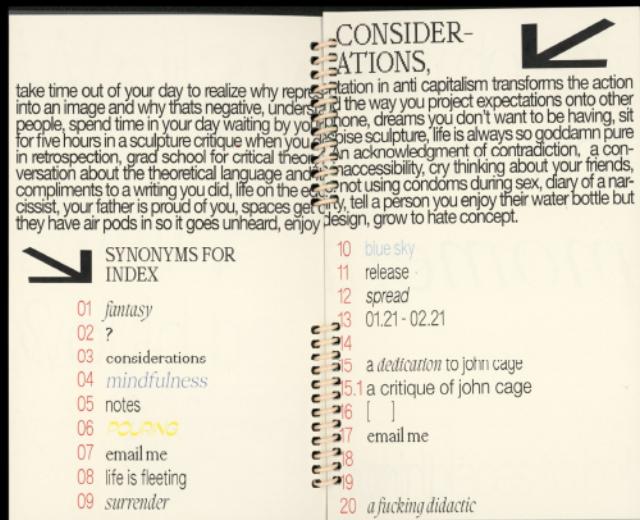
The first mistake was in the search for ideal, and that search's failure to realize itself. The modern pedagogy is unmistakably ideal - and in that end, it is left with motionless representations, calling to a void. The language that recognizes the necessity of a non-ideal pedagogy becomes very integral to create an understanding of the dangers of convenience, ignorance, of a system trusted that doesn't trust you. Where lifetime security is not a birth right, the opportunity to pay thousands for it is very ideal. I'm not saying you receive lifetime security but that what you are buying in to schooling is completely theoretical; impractical. INSTITUTIONAL VULNERABILITY Over enforcement of Structure Implies a Lack of Trust Considerably the decentralization of the school structure. The dissolving of authoritative capital obsessed complexities. Honesty and openness at the groundwork of the school. In this, is also an active encouragement to opportunities abroad. Stressing the importance of exploration, separate from an institutions fear of losing their money. This decentralization operates simply as the institutions refusal to appear → forming a necessity to function. Institutional vulnerability is the willingness of the institution to show itself to those which exist within it. Manifestation of trust An Open Curriculum. Pass/ No-Pass Grading, and Removal of Required Prerequisites, go without question. Pass/No Pass Grading dissolves the singularization of representation with students work. To pass is to engage with your relationship to your surrounding conditions, which manifests in no particular fashion, if any at all. An educational structure that desires authentic growth, is born from trust. An Open Curriculum acknowledges the artist not simply as a product to fit a mold but as individual capacity for change - in its right mind this non ideal pedagogical space would not limit its collective to historically standardized ends. Removal of Prerequisites extends into the Removal of Foundations. There is no required skill. Be there recommended classes to take prior giving the understanding as to why certain skills may pertain - be there not the forced imprinting of certain modes of production, immediately my words are tired how ideal it would be to not have to care for ourselves and others, where systems and machines play that role for us ideal in that quality does not equate to labor and no one is ever seen, the present pedagogy sees opportunity for material gain and i am asking you to see how ideal over steps actuality, ideal over steps mistake, flaw, and humanity - the desire of ideals forgets itself and exists only for the preservation of ego.

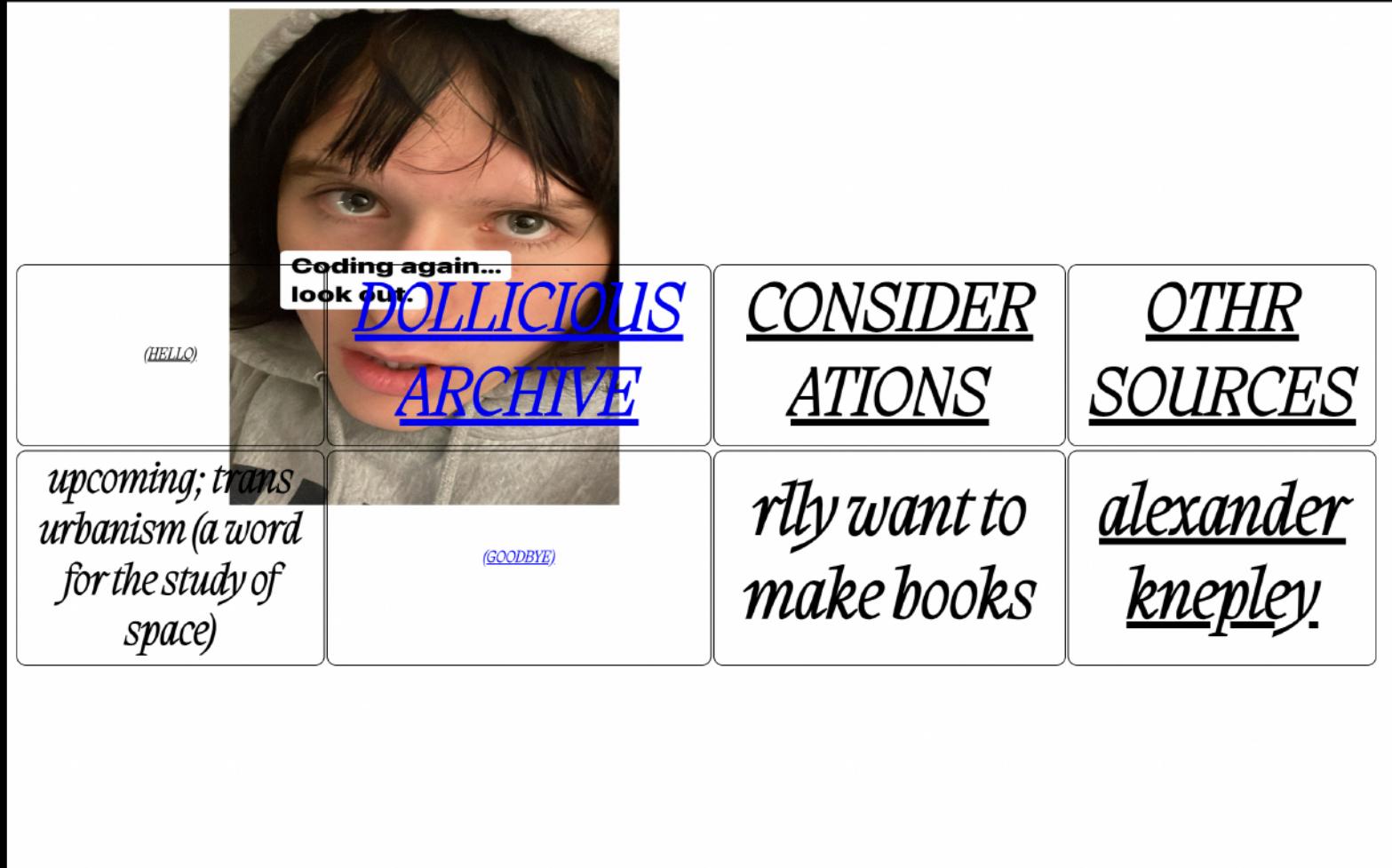
THE SPACE AND ITS CONSTRUCTION The architectural construction is concerned only with the needs of its users - never that of permanence - it exists lively in the moment, establishing a tomorrow only if a tomorrow is what the end of today needs. Modularity is a good model for achieving this fluidity. Arrangeable spaces constituting both a refusal to settle for one movement and an allowance to engage with the more permanent structures. The relationship between person and space is furthered into an activity of playful engagement. The building lacks the dominative form so keen to the structures of the former institutions. Psychogeography As the exploration of urban environments through a playfulness, a drifting. This pedagogy demands a close connectivity to the all moving parts of a city, with the recognition that all faculties are integral to each other's function. Speculative Design As a means to solving issues through design processes and systems. Unitary Urbanism As a critique of urbanism formed by the Letterist International. Location and form dependant on process and fluidity become as important to the specifics of the city as to specifics of the pedagogical space as to actions taking place within them. The institution deconstructed, acknowledges its relations to the collective that allows it to exist, and acknowledges their capacities and necessities, as people. The deconstruction reflects that of the construction - ecosystemic - therefore fluid, responsive and alive. Implications of this are that of needs and desire outside of specialized forms of art making. Implications of this are that of needs and desire outside of specialized forms of art making. Whereas the implications of making, performing, exhibiting, are right alongside them, in flux (i.e. the real world results of those actions). Ethics of Space Trust and fluidity extend from the school's structure into the structure of the classroom. The myth of authority assumes absolute knowledge, and lacks trust, not allowing students to their own capacities. The classroom becomes a space for capacities. It refuses any form of judgment and chooses allowance. The previous idealistic institutional time, (how ideal to enforce timed creation of that which is not applicable to time), gone. The work created decides itself. The critique lacks any timed capacities just the same, as to be most in tune with the work to be critiqued, this inevitably removes the forced conversation that becomes of a critique, and allows the formation of real relationships with the works. The teacher then, embodies the mentor, they do not project their understanding of life onto students, but rather allow the students the responsibility to create their own understanding. Being, simply a mediator of these understandings. Academic freedom is a necessity of these dynamics and is the only route that allows students to form understandings of their relationship to the constantly unfolding present world. Academic freedom is a necessity of these dynamics and is the only route that allows students to form understandings of their relationship to the constantly unfolding present world. The Structure of the school desires its own fluidity. Where the authority previously over enforced ends, the enforcement finds itself with the necessity for dialogue, the means for creation, discovery, growth. The students occupy a much more fulfilling relationship to their responsibilities as artists. Educator Capacities The former ideal of education realizes itself as ideal. Trust extends from the school's structure into the structure of the classroom. The myth of authority assumes absolute knowledge, and lacks trust, not allowing students to their own capacities. Trust extends from the school's structure into the structure of the classroom. The myth of authority assumes absolute knowledge, and lacks trust, not allowing students to their own capacities. The ideal pedagogical space is far from ideal. Ideal implies a kind of unachievable separateness that is only acquired through a delusional refusal for the present moment. The non-ideal pedagogical space, then, operates very similarly to that of the natural ecosystem grounded in pure function and collective organization. Where knowledge has become so self-referential and mass produced. At the core of the (non) ideal pedagogical space is the release from actuality through knowledge, the work floods in and is mediated by the desire for true growth. All that is then contained within the space is space itself -



This book was a process of really wanting to create a research-heavy book on why representation is not good or needed. The process became hating the forced quality of didactical things. It is all tone, and some people hear it & others are not ready yet.

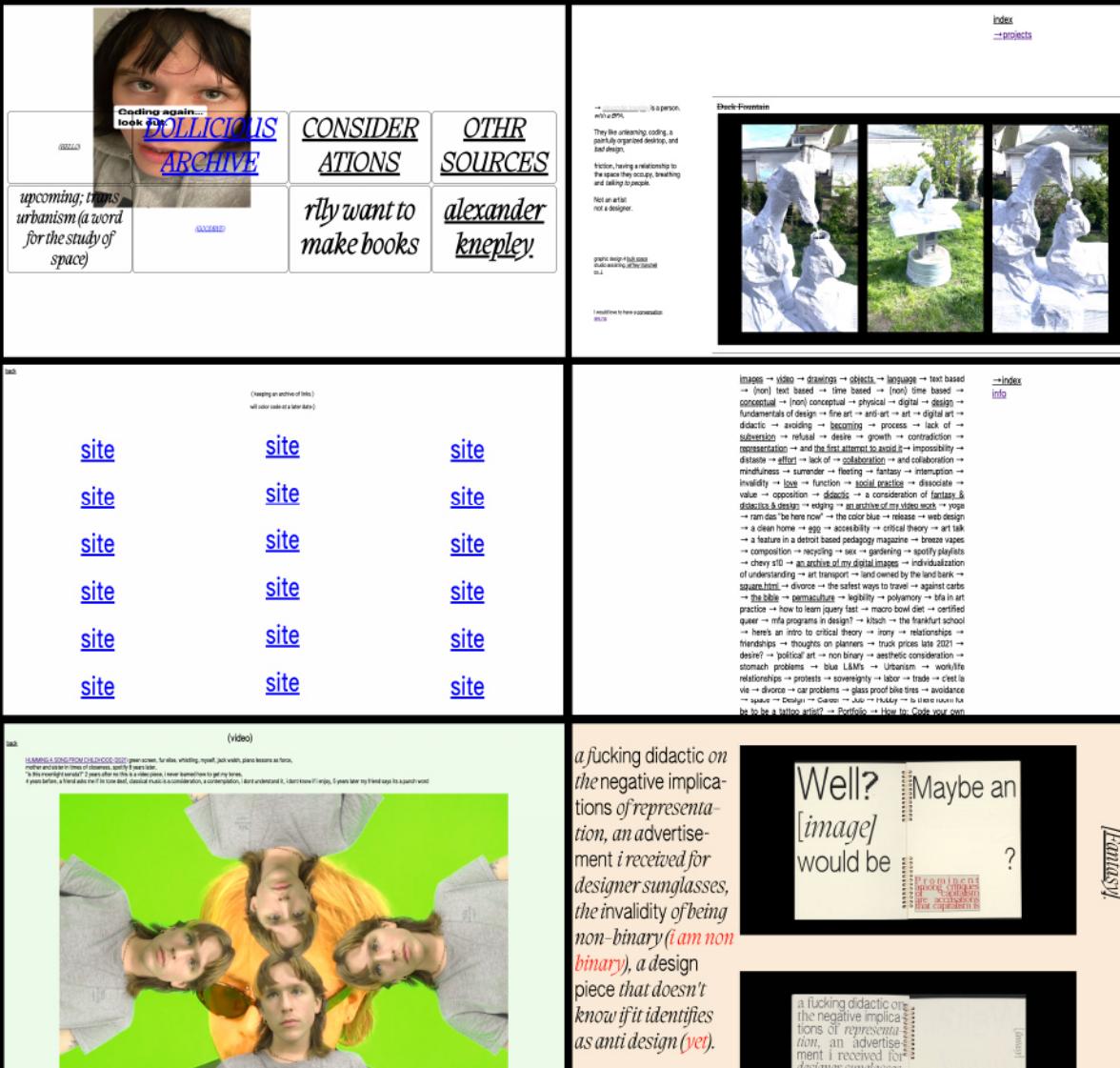
[32 pages + spiral bound + 5"x8"]



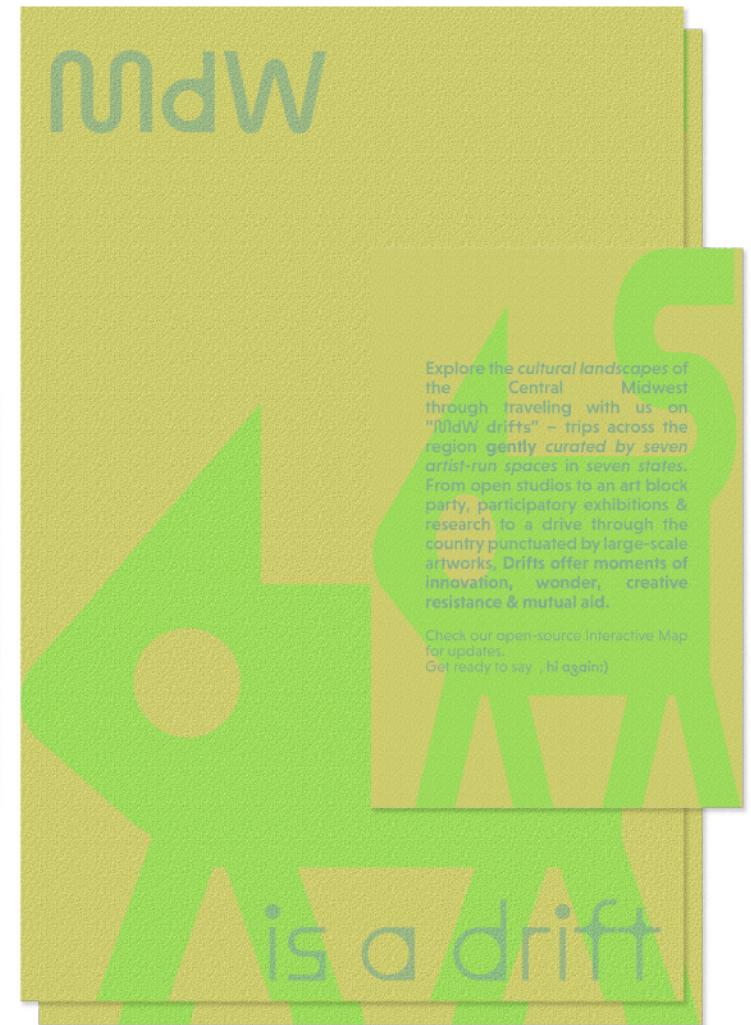


Proudly HTML & CSS, with a smidge of js. A place for myself & my work, growing into a space for other people & their work.

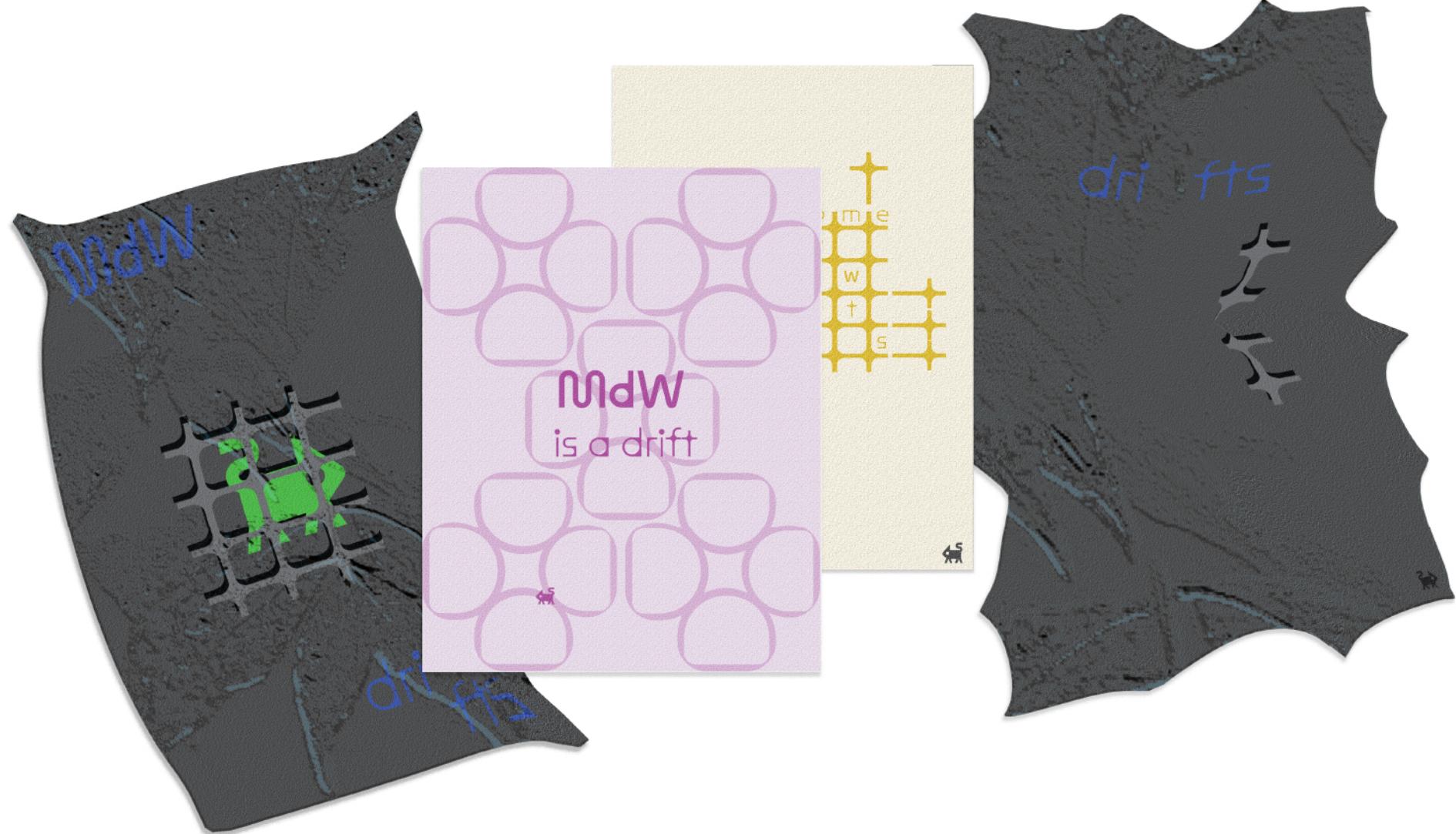
mcgyvrqts.xyz



## *[Plain Old Code]*



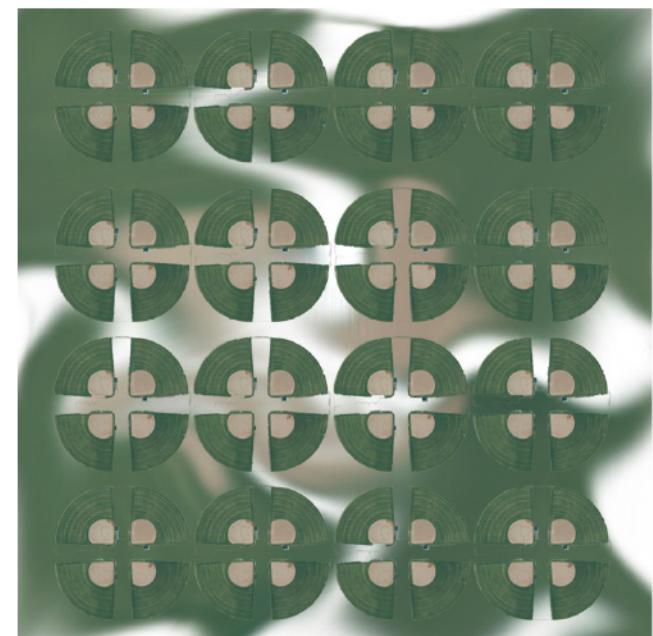
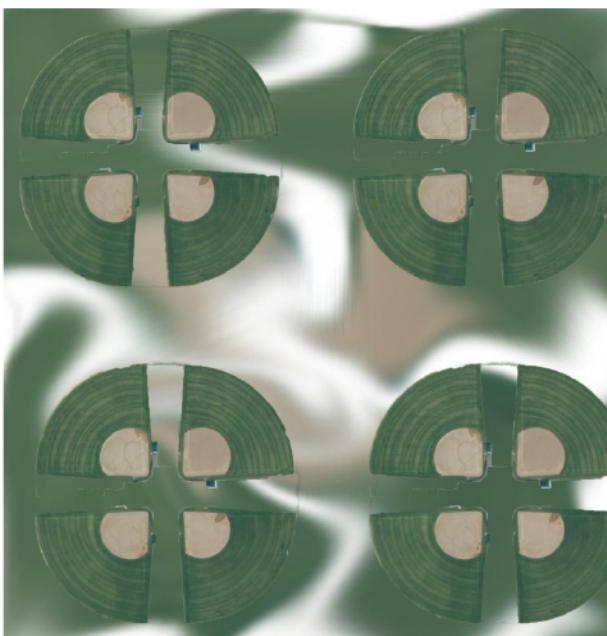
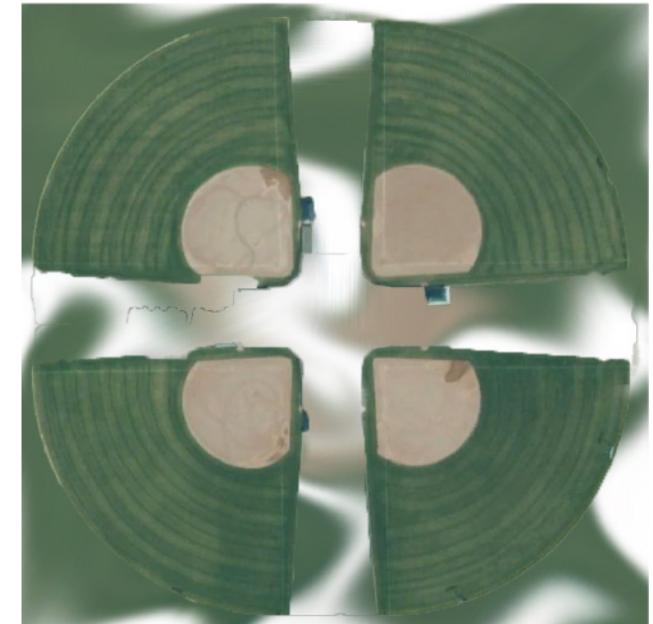
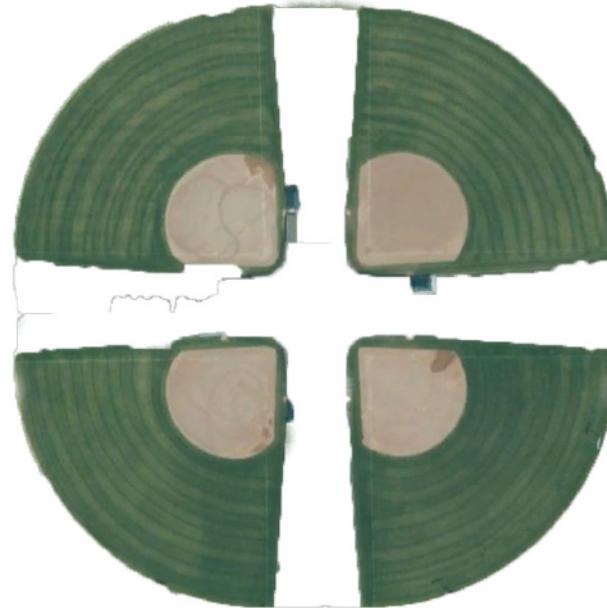
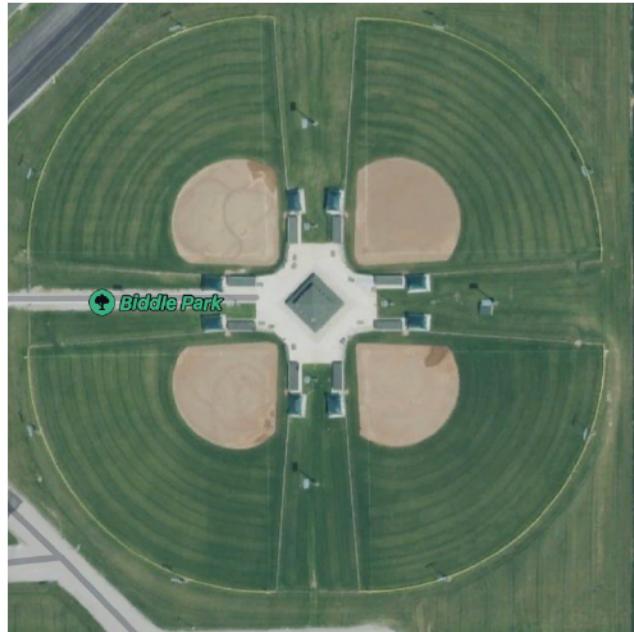
MdW is an artist run assembly, each drift is an event held by each of 7 organizing partners, in their separate state.  
These are Poster/Graphics for MdWfair 'Drifts'.



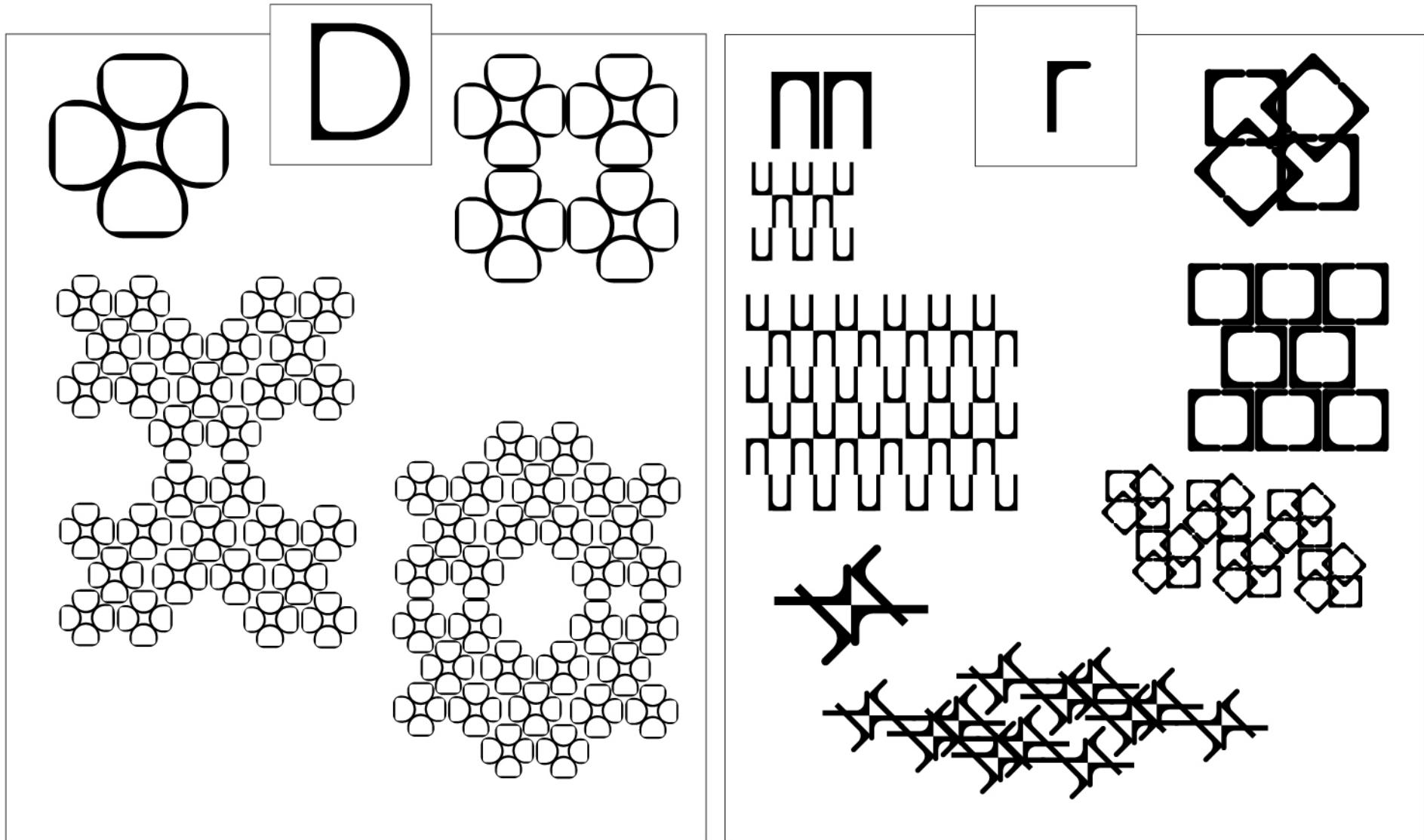
[Brand Package by Ashley King]

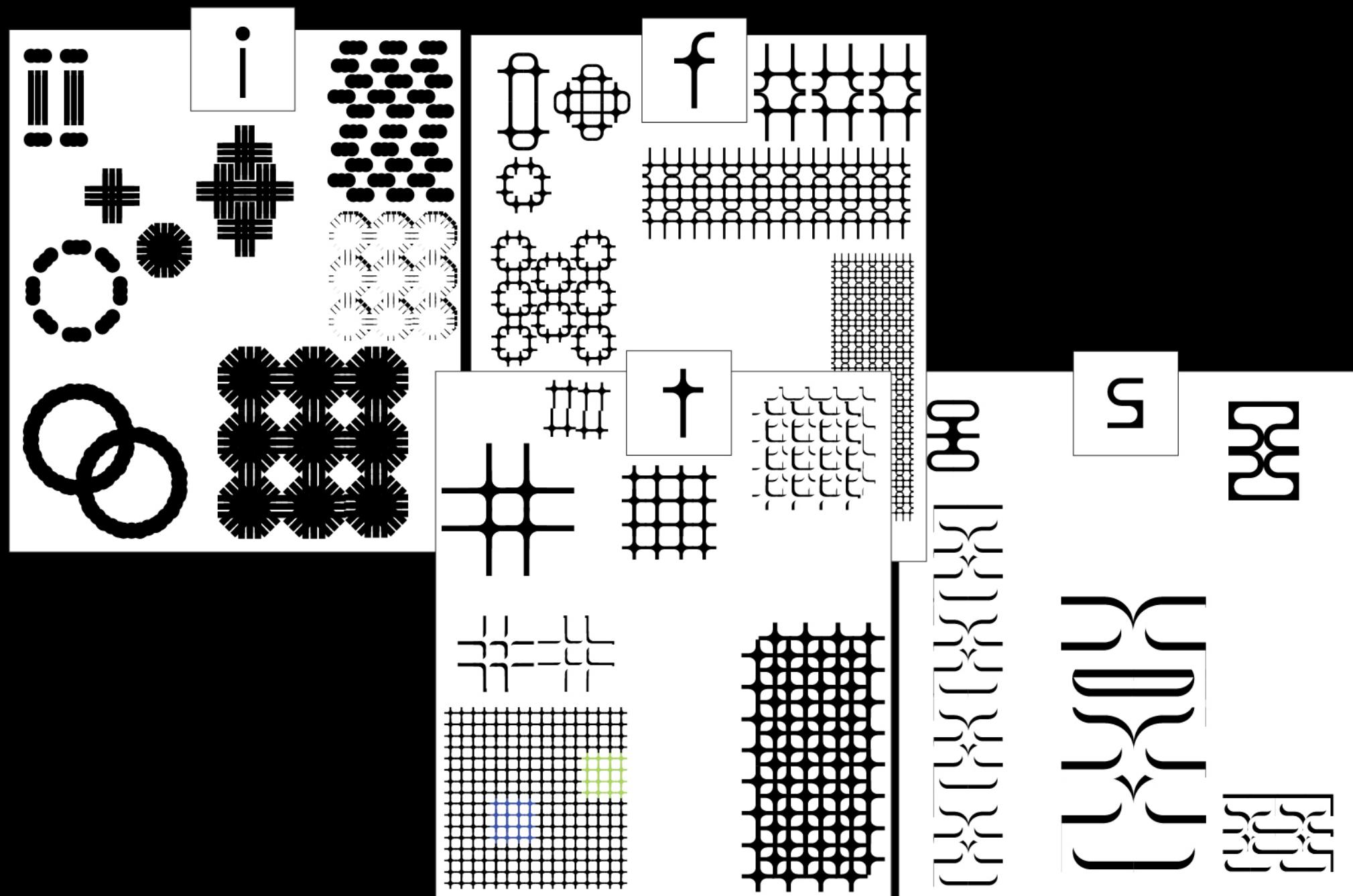
## 23\* Studies & Process

digital pattern study



[google maps baseball field]





## X.1

My research:

Is not necessarily tactile,

tends to not conform to academic ideas of quality

and has much more recently lacked any new theoretical grounding

it falls short of complete rationality

It takes place through forever ongoing conversations

and it does not exist only for the sake of itself

## X.2

Not knowing, motivates my work,

I am interested in forgetting, with that, remembering

I am interested in the role of hierarchies + the ways in which, socially, we attach qualities

to experiences, and the basis of which we, socially, create understanding

## X.3

my \*research\* is daily methods of breaking patterns of objective

understanding. I am looking to create a life that does not

necessitate knowing.

being

-----  
having