GA VISUAL DESIGN LESSON
"Kicking Your Design Up a Notch - Composition With Type"
Total Time: 1.5 hours

OBJECTIVES
By the end of this lesson, students will be able to:
- **Identify** the components of a baseline grid.
- **Explain** how and why to set up a baseline grid when setting type.
- **Apply** knowledge of contrast and hierarchy to typography.
- **Demonstrate** basic typesetting on a baseline grid.

OPENING   **5 minutes**
Spark interest & frame discussion:
Ask students to STOP & JOT their reactions to this quote (on desk with markers or on computer):
> "A few hundred years of type and typography have established rules that only a fool would ignore." — Erik Spiekermann

Debrief answers through whole-group discussion and writing key takeaways on the board. *Connect key takeaways with the value of this lesson.*

Overview
In this lesson, we'll dig in and practice some of the most well-established typographic rules as they apply to web design. Learning and following the established rules of typography is one of the most critical things you can do to elevate your designs to the next level and make you a more confident designers

Introduce and talk through learning objectives:
- **Explain** how and why to set up a baseline grid when setting type.
- **Apply** knowledge of contrast and hierarchy to typography.
- **Demonstrate** an ability in basic typesetting on a baseline grid.

INSTRUCTOR LEADS ("I DO")   **15 minutes**
Rules already exist. Let's brush up on them by reviewing Butterick's Key Rules:
- Review of Butterick's key rules: http://practicaltypography.com/summary-of-key-rules.html

Assessment:
- Ask students to TURN & TALK after rule 13 (halfway) & recall as many rules as possible.
- Ask students to TURN & TALK after rule 26 (at the end) & recall as many rules as possible.
- Ask students to WRITE-PAIR-SHARE. Their task will be to prioritize the top 3 rules (write); share why they chose these rules (pair) and then contribute to group discussion on prioritizing (share).

GROUP ACTIVITY ("WE DO")   **20-30 minutes**
Instructor facilitates student practice. Leads group through key actions in Photoshop using an "I DO- WE DO" Ping Pong."

Introduce and model the following actions & give students 1-2 minute to work through each step after each. :
1. using the type tool
2. drawing a text box, linking text boxes
3. selecting a font and variant
4. setting font size

5. set kerning, leading
6. auto vs. metric vs. optical tracking
7. avoid stretching / squashing fonts
8. avoid faux bold, faux italics
9. paragraph options: hyphenation, justification

Assessment: Walk around the room when students are practicing each step

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INDIVIDUAL ACTIVITY ("YOU DO")   **50 min**

For this exercise, students will be typesetting the same content two different ways. Instructors: use the copy decks provided for the final projects.

- Use the provided content and grid template files.
- Practice typesetting in your tool of choice: there's a template provided for each software program.http://960.gs/
- Start with the body text first, then move on to the headline, subheadline and other details.
- Each of your designs should look different from each other, but both should honor the content.
- Don't worry about what the rest of the webpage looks like, just concentrate on typesetting the provided content.

Assessment: Walk around the room during activity. Look at each student's work in middle and at end of activity time. *Could they typeset the content in both ways? If not, why not? Aim to touch base with each student.*

CLOSING FRAMING   **20 min**

Debriefing the Activity:
Small group critique:
- Share your work or work-in-progress in groups of three or four.
- As you evaluate each other's work, check for adherence to the guidelines laid out by Butterick and Carusone.
- As you present your work to your group, be sure to mention which typeface(s) you selected, and why. Did you make use of any of the font variants in the typeface, such as small caps, bold, italic, old style figures, titling figures, etc.? Why or why not? Did you pair two typefaces together to create your hierarchy?
- How well is the design working? Is the hierarchy clear? Does the design follow the rule of the least effective difference? Where is the contrast coming from? Is the white space being used to good effect?

Reflection & Checking for Understanding
Ask students to recap *how and to what extent* they achieved the learning objectives (THINK-PAIR-SHARE):
- **Explain** how and why to set up a baseline grid when setting type.
- **Apply** knowledge of contrast and hierarchy to typography.
- **Demonstrate** an ability in basic typesetting on a baseline grid.

Ask students how they will apply this knowledge in their own jobs and lives (Whole -group discussion).

INSTRUCTOR LEAD ("I DO")   **5 min**
- Introduce homework assignment: Add type to your final project composition. See Week 5 HW
- Ask students to complete exit ticket (GA survey) while in class