Project 03

Text Messaging / Building Blocks
Visualizing Friendships

Research +Typographic Space / Design + Documentation
Text as Image / Typographic Form + Communication

"Text messaging, or texting, is the act of composing and sending brief, electronic messages between two or more mobile phones, or fixed or portable devices over a phone network. The term originally referred to messages sent using the Short Message Service (SMS). It has grown to include messages containing image, video, and sound content (known as MMS messages). The sender of a text message is known as a texter, while the service itself has different colloquialisms depending on the region. It may simply be referred to as a text in North America, the United Kingdom, Australia, New Zealand and the Philippines, an SMS in most of mainland Europe, and an MMS or SMS in the Middle East, Africa, and Asia."

In a straight and concise definition for the purposes of this English language article, text messaging by phones or mobile phones should include all 26 etters of the alphabet and 10 numerals, i.e., alpha-numeric messages, or text, to be sent by texter or received by the textee.

https://en.wikipedia.org/wiki/Text_messaging

Learning Outcomes

Identify, specify, and classify printing types and fonts of historical and cultural significance through the design, typesetting and publishing of six cubes that display typographic content of text messaging.

Explain the significance of typographic history, with an emphasis on the ways in which typography, as a discipline, has been influenced by the economic, social and / or political conditions of a place and time.

Develop interpersonal skills, presentation dynamics, leadership and effective communications. Become familiar with the history, purpose and intention of typographic form and articulated your thoughts and ideas with confidence and demonstration of an understanding of your process.

Develop the ability to present research in an effective manner while examining the mechanics of typographic space.

Learn to position text within a modular grid and create variations in page layout in order to see the range of possibilities within a design system.

Design typographic systems [Paragraph styles, character styles] to create a visual hierarchy to present research about how text messaging can be communicated in a unique format.

How Art Works System Map
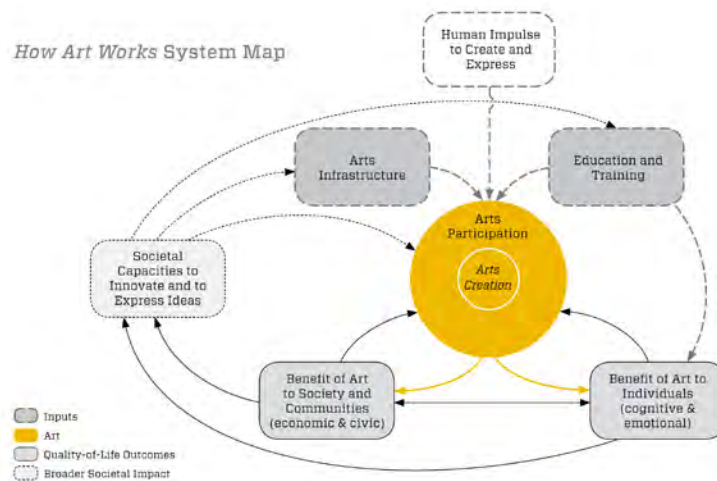
Requirements

1. Design cubes that include primarily text and supporting imagery.

2. Craft and materiality will be highly considered. Learn how to be patient, decisive and act on your intuition. Work rigorously, studiously and use your time effectively.

3. Design the most "attractive" cubes of text you can.

4. Document the cubes to gather provocative imagery that can be used in a poster to summarize your project's contents.

5. Develop craft in engineering 3D paper models.

6. Learn to document 3D work and translate it into a 2D poster format. Photograph arrangements of your cubes for the final poster.
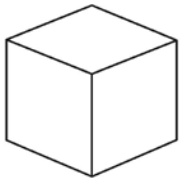
01 Voice = 01 cube

Methodology 01

Collect threads of conversation between you and someone else. The threads can be from text messaging, social media chats, and email as long as they are text based. Select threads based on the variety of the content and the tone of the voices. Think about how the words resonate and how the syntax [the sequence in which words are put together to form sentences] effects the communications.

Imagine typesetting the conversation threads. "Private" messages will become "public" as the text will be used for your typographic studies. Select text threads based on ones you feel comfortable sharing.

Cut and paste the threads into an InDesign document and export it as a .pdf.

Print it out for class on March 28?.

Methodology 02

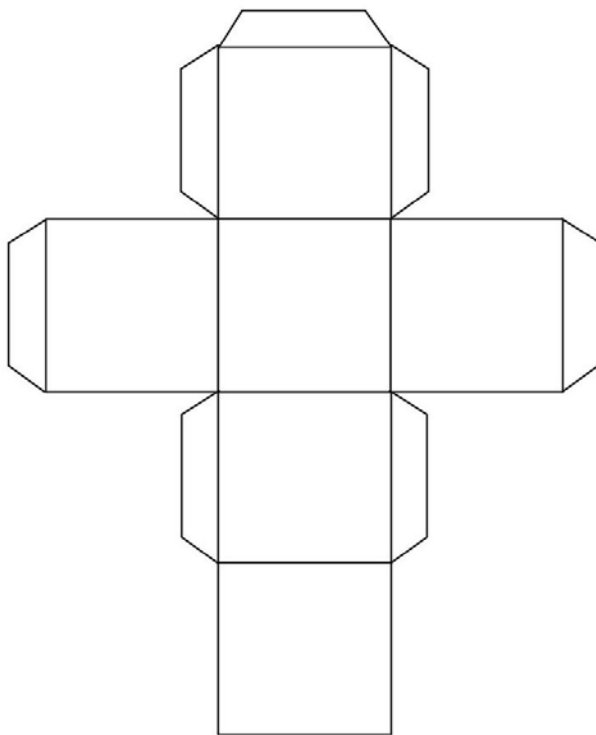Design 6 cubes using the text messaging dialogues that you select.

Each Cube represents a different voice.

Assign type styles to indicate the various voices and threads.

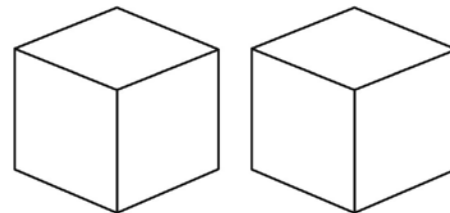Use imagery / icons / emoticons etc. accordingly.

Integrate color systems to make the designs.

https://color.adobe.com/

Your Voice 01

Voice you are
communicating with 01

Your Voice 02

Voice you are
communicating with 02
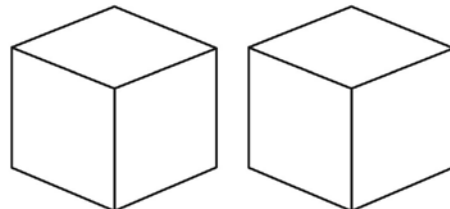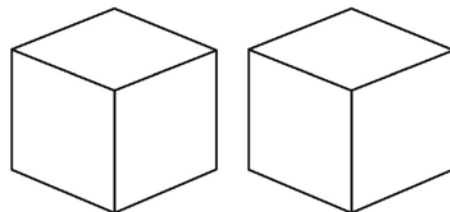
Your Voice 03

Voice you are
communicating with 03

Design each cube with this template
found on the web site for the course.

Create multiple iterations to discover
the best possible solutions.
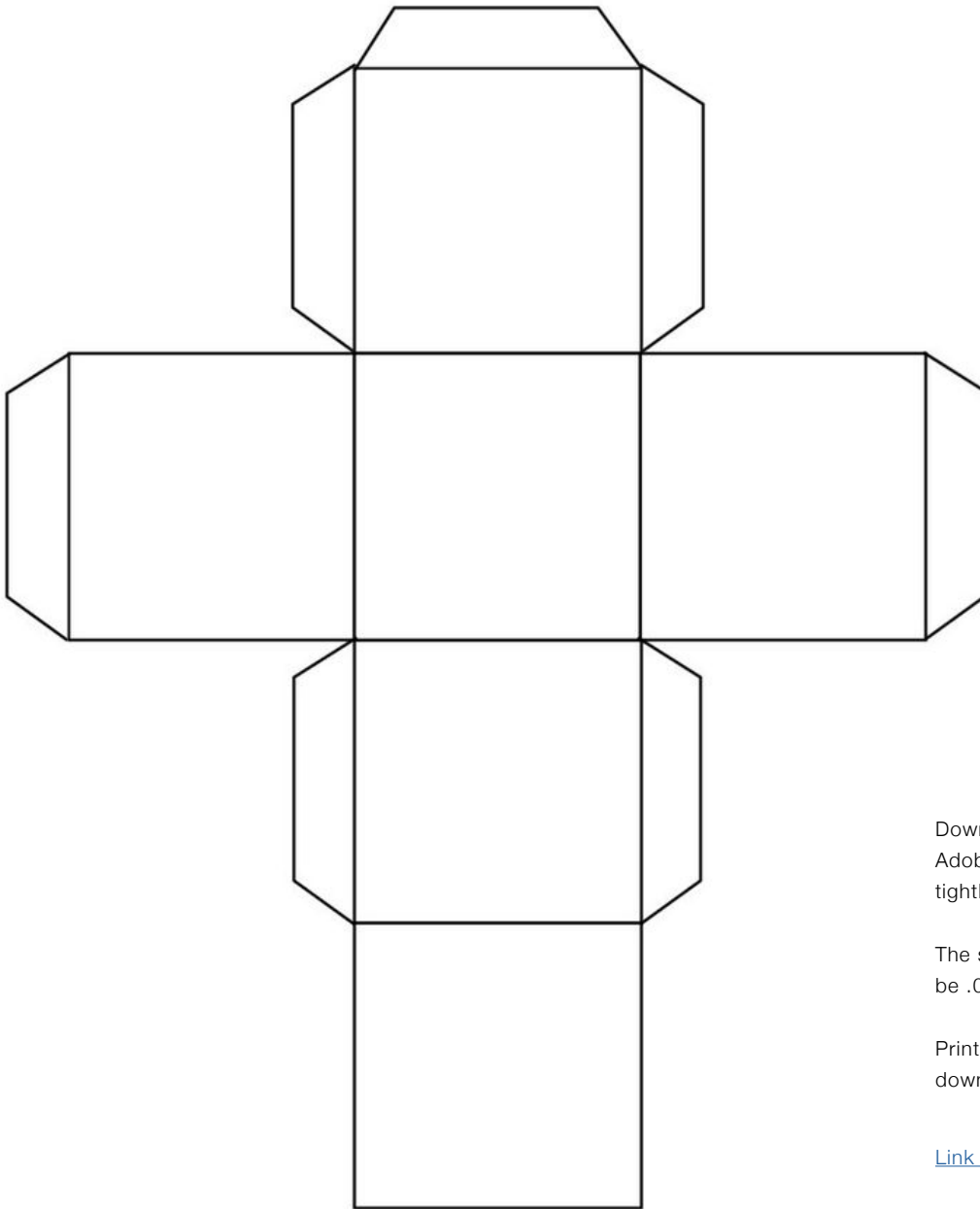
Download and retrace it in
Adobe Illustrator so that it fits
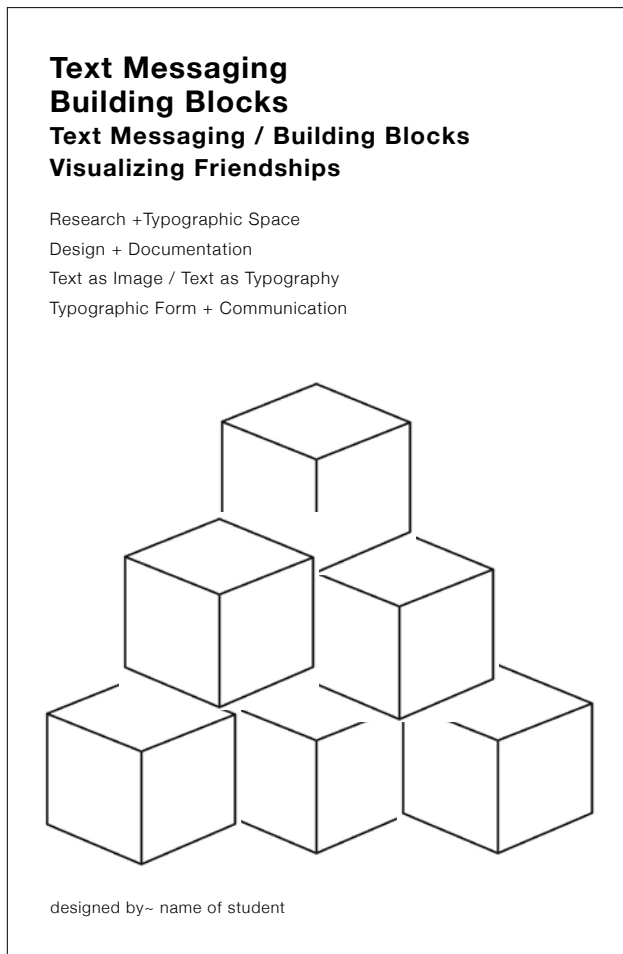tightly within an 11" X 17" document.

The stroke weight of the outline should
be .0125" or lighter.

Print it out, trim it and fold it
down to make cubres.

Link to cube template

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University of Nebraska-Lincoln

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designed by~ name of student

24" X 36"
Poster
Printed in full color

*Learn how to photograph
your 3D work.*

*Design a poster with the
documentation of an arrangement
of your 3D cubes.*

*Learn to photograph with care and
showcase your work the best way
possible.*

*How can the text messaging be
organized to create an interesting
an provocative narrative?*

*How can the typography systems
reveal the different voices, tones and
the "mood" of the conversations?*

*Can typography represent the
conversations effectively and reveal
new modes of communications?*

*Deadline:
Tuesday, April 2?*

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name_____

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Learning outcomes and objectives

Developed excellent craft in engineering 3D paper models. Each round of 3D models improved in craftsmanship and skill.

1   2   3   4   5   6   7   8   9   10

Stayed current with process and each round of presentations of your work [research] showed investment in time and a commitment to the evolution of the project and finding successful solutions to the design project.

1   2   3   4   5   6   7   8   9   10

Identify, specify, and classify printing types and fonts of historical and cultural significance through the design, typesetting and publishing of six cubes that display typographic content of text messaging.

1   2   3   4   5   6   7   8   9   10

Become even more familiar with the history, purpose and intention of typographic form and articulated your thoughts and ideas with confidence and a demonstration of a clear understanding of your process.

1   2   3   4   5   6   7   8   9   10

Designed typographic systems [character styles] to create a visual hierarchy. Assigned styles to represent unique voices and presented your research about how text messaging can be communicated in a unique and attractive format.

1   2   3   4   5   6   7   8   9   10

Learned to position text within a modular grid and create variations in a layout in order to see the range of possibilities within a design system. Line spacing, letter spacing and typographic variations are used effectively.

1   2   3   4   5   6   7   8   9   10

Final layouts feel consistent and cohesive [typography, grid, alignment, hierarchy, color + system]. Panels were not overly crowded and difficult to interpret because of effective use of white space. Successfully designed a series of cubes that are engaging and interesting to experience. The pacing and rhythm of the distribution of text was highly considered. [the principles of design are highly considered]

1   2   3   4   5   6   7   8   9   10

Project 03 was approached with a high level of interest and commitment and the quality of work is a result of a positive attitude and effective use of studio time.

1   2   3   4   5   6   7   8   9   10

Designed 3 cubes of text that are attractive, fun to navigate and look at and are engaging. Readability and legibility in graphic design are considered and rigorously explored.

1   2   3   4   5   6   7   8   9   10

Effectively documented the 3D work [cubes] and translated the imagery into a successful 2D poster format. Photographs of the arrangements of the cubes for the final poster are thoughtfully created and the overall poster design is a hallmark of graphic design.

1   2   3   4   5   6   7   8   9   10

total _____ **/ 100 =** _____

100 - 90%   A   89 - 80% B   79 - 70% C   69 - 60% D

My standards and expectations are high. The discipline of design is very rigorous and competitive. This course and its instructor are reflections of this. With regard to letter grades: The grade of "C" is satisfactory. It is not poor performance. If a student receives this grade they have put forth a reasonable amount of effort and attained acceptable [average] results.

A "B" grade shows the student has pushed beyond the average; they have understood the needs of the project and addressed them; they have employed their learning and have crafted successful resolutions to the design problems assigned. Students receiving a "B" have reached a level which clearly exceeds "competency"

The "A" is reserved for students who have attained excellence. They have, in fact, exceeded the expectations of the project's tasks put before them. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.