

illustration to the rescue

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NEW LONDON, NH

FRAMING

course aims

📌 encourage work in both analog + digital media —
+ integration

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- 📌 encourage work in both analog + digital media —
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- 📌 facilitate more cross-pollination + translation of
skills between Studio Art + Graphic Design

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course aims

- 📌 encourage work in both analog + digital media — + integration
- 📌 facilitate more cross-pollination + translation of skills between Studio Art + Graphic Design
- 📌 improve conceptual, formal, + technical capabilities in image-making

FRAMING

course aims

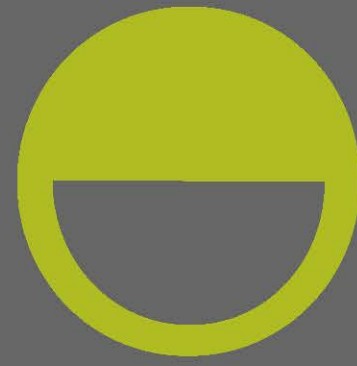
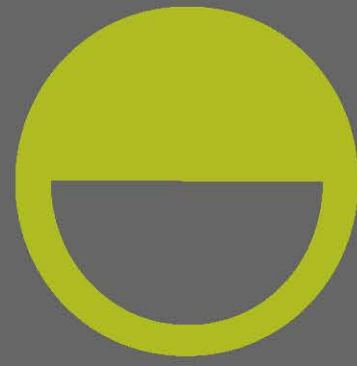
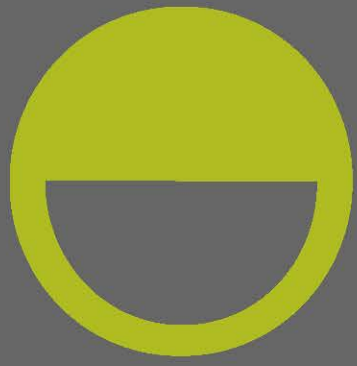
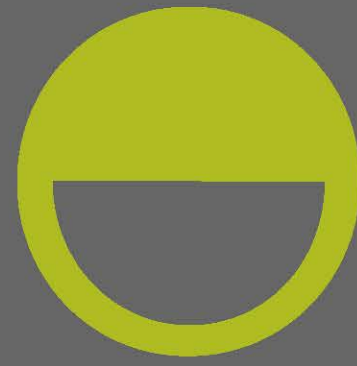
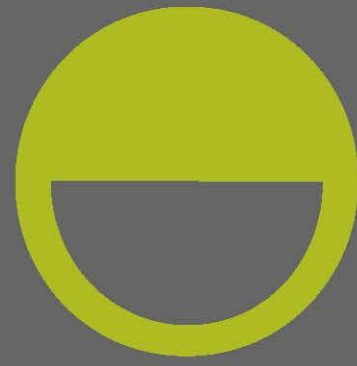
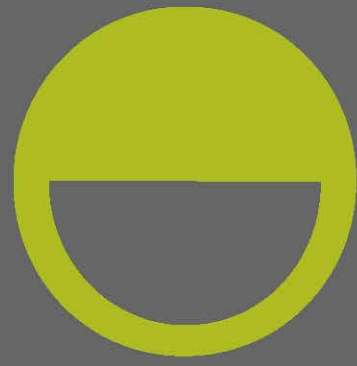
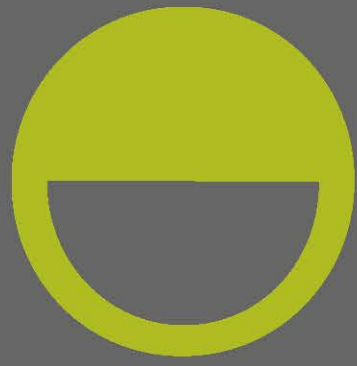
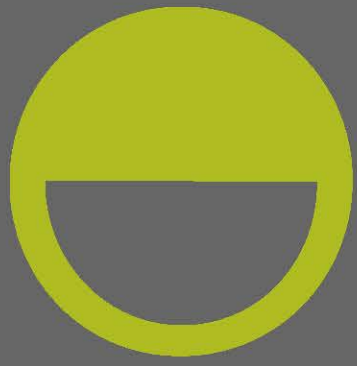
- 📌 encourage work in both analog + digital media — + integration
- 📌 facilitate more cross-pollination + translation of skills between Studio Art + Graphic Design
- 📌 improve conceptual, formal, + technical capabilities in image-making
- 📌 guide tailoring to various contexts + purposes

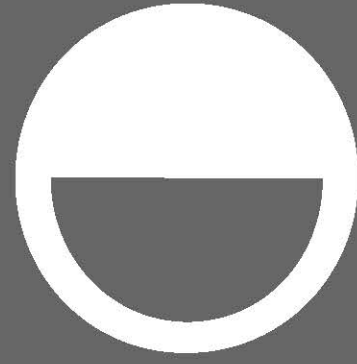
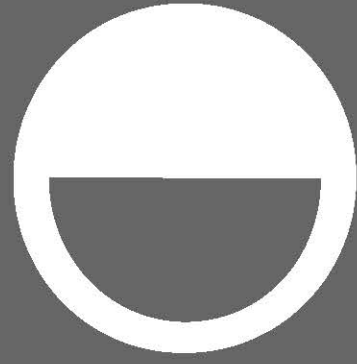
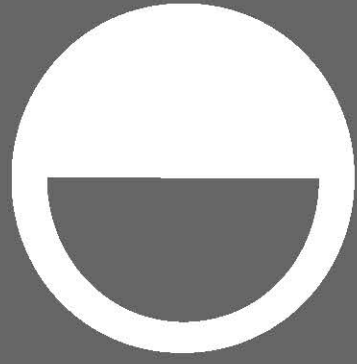
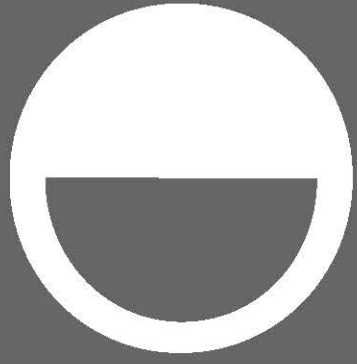
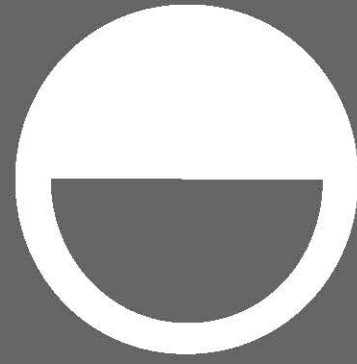
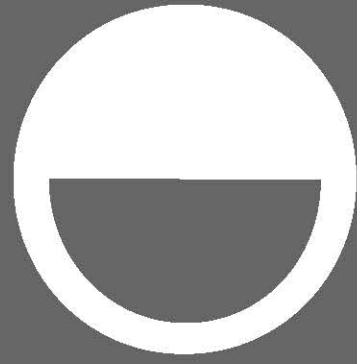
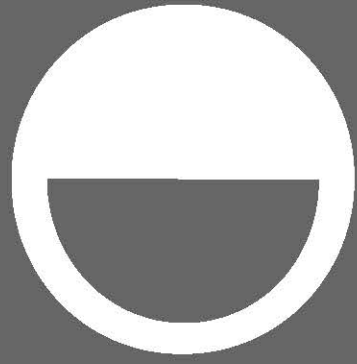
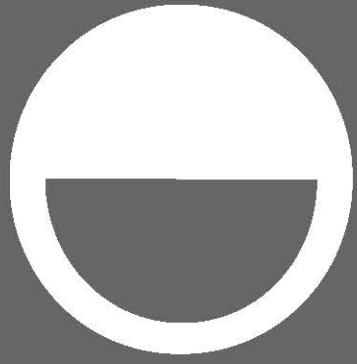
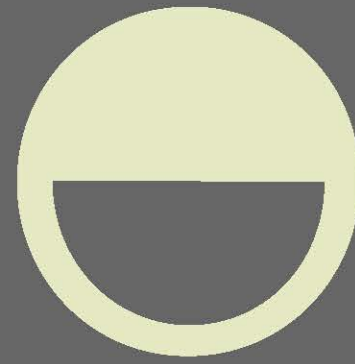
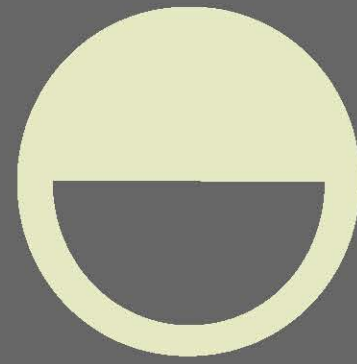
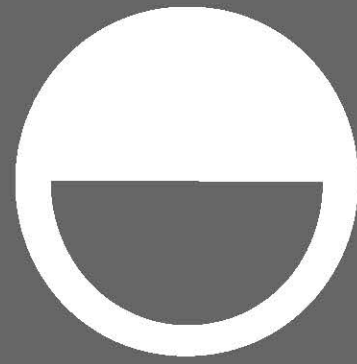
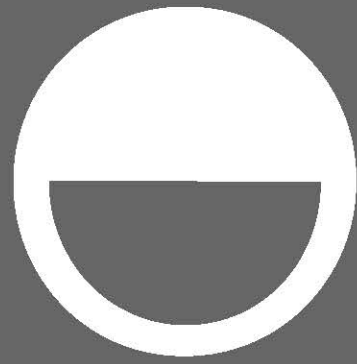
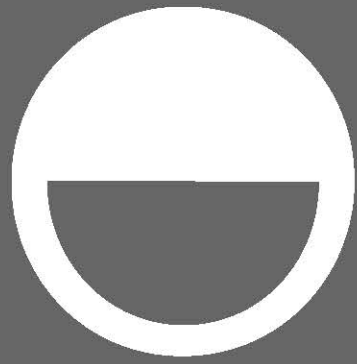
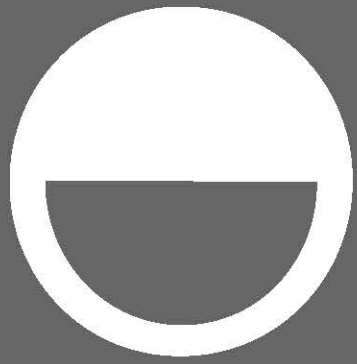
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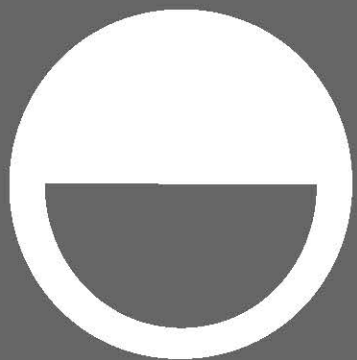
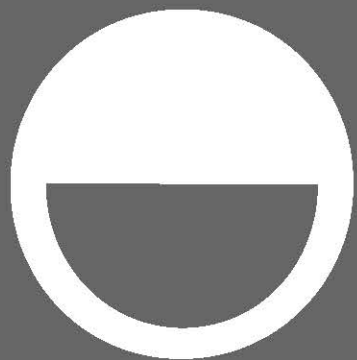
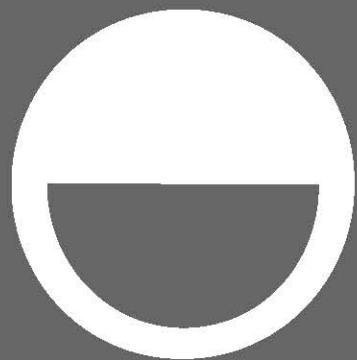
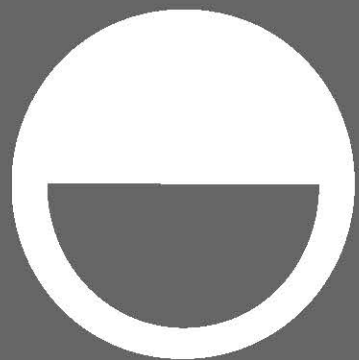
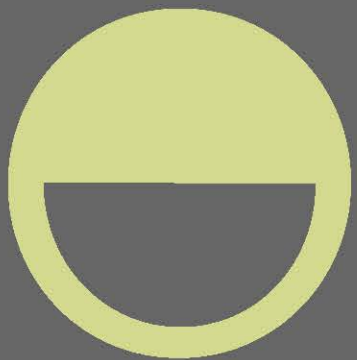
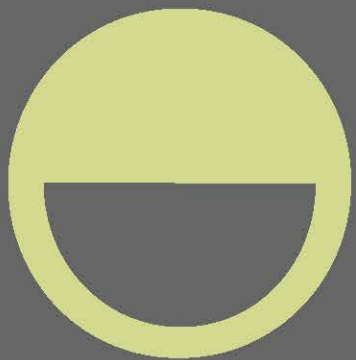
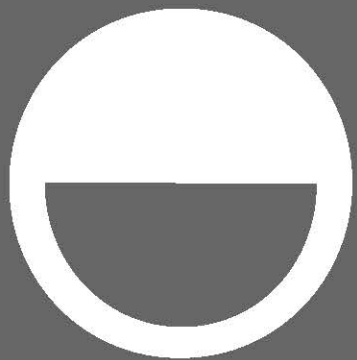
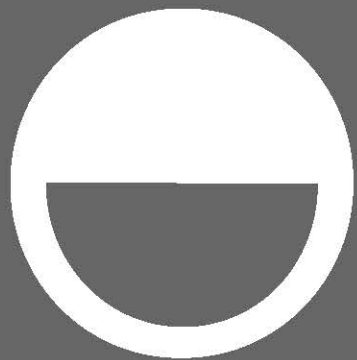
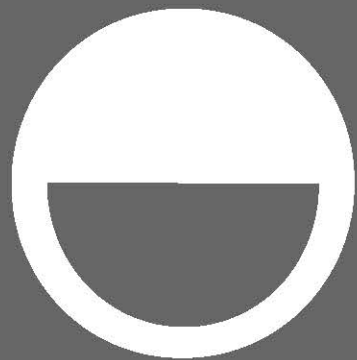
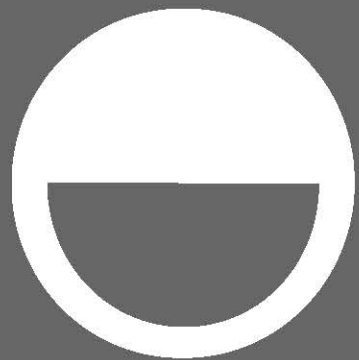
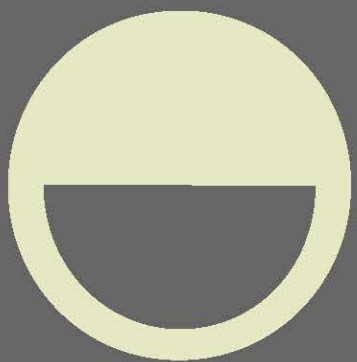
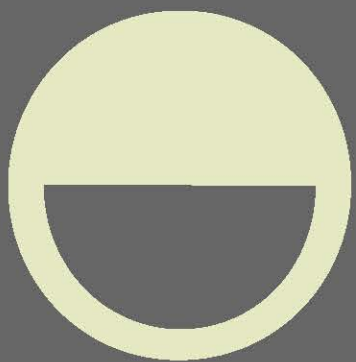
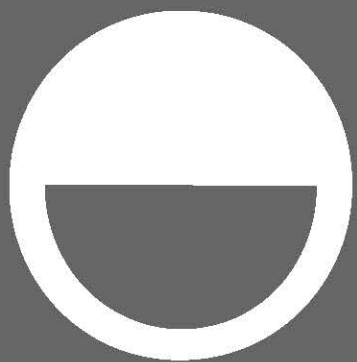
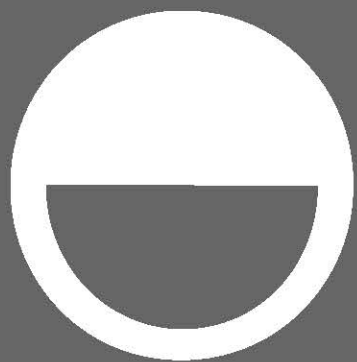
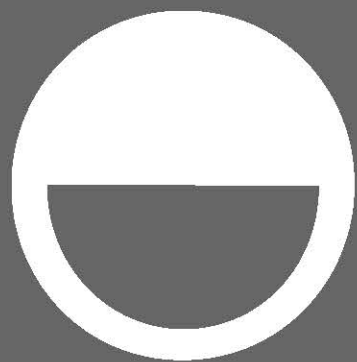
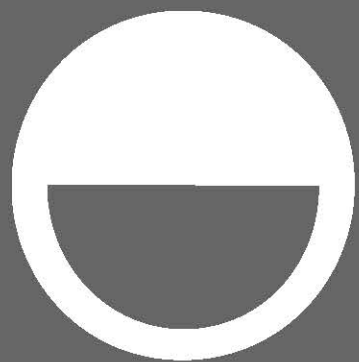
course aims

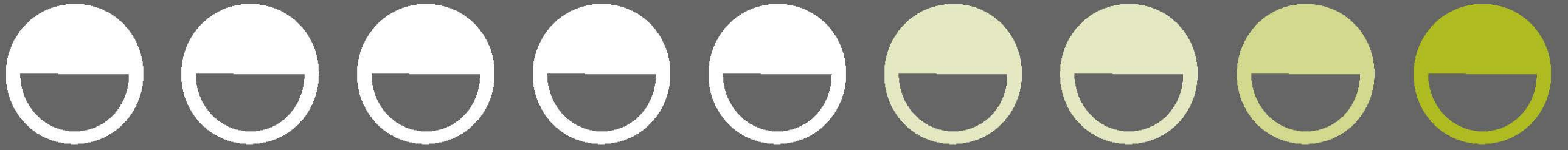
FRAMING

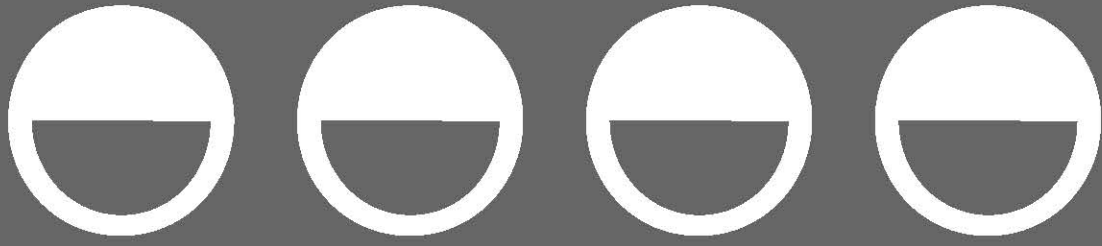
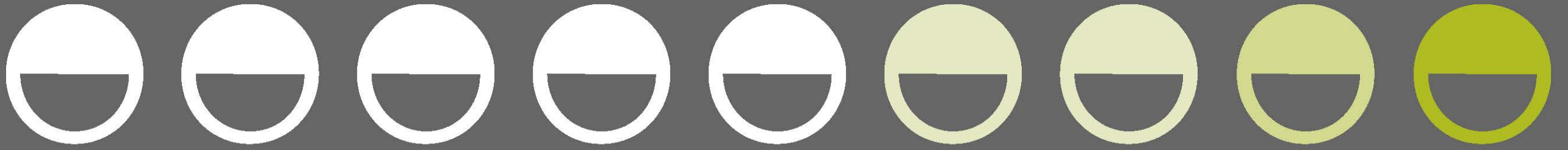
students

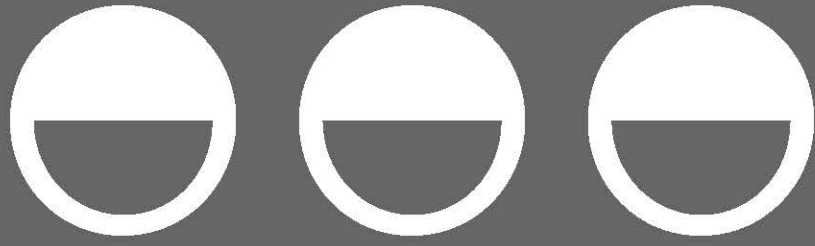
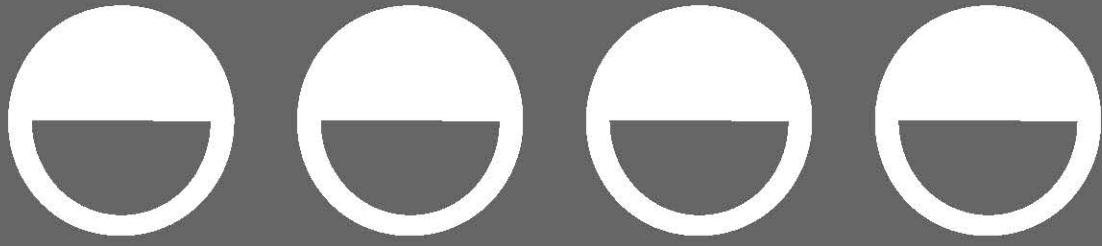
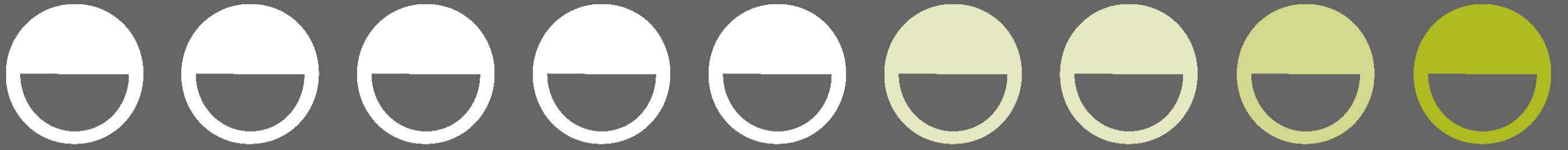


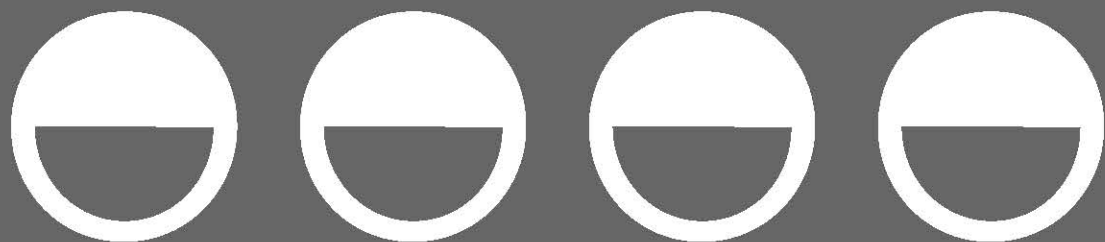












FRAMING

course plan



FRAMING

course plan



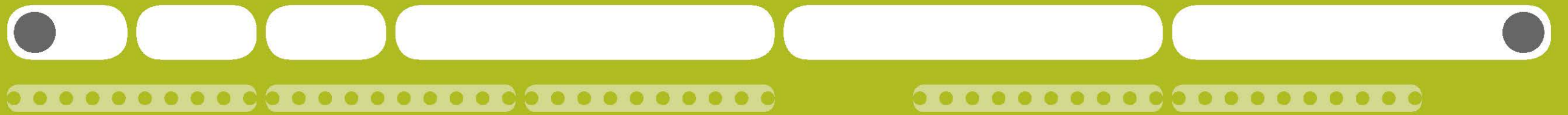
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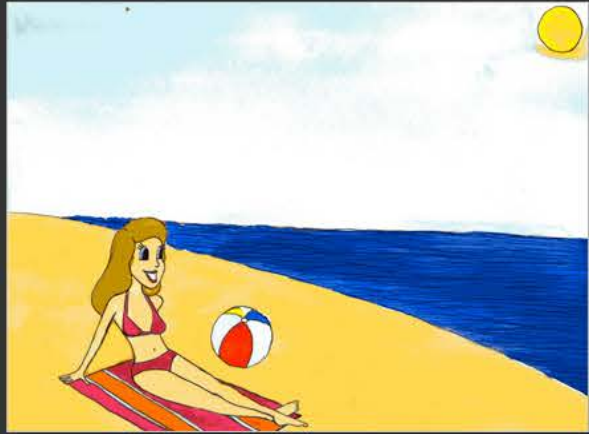
📌 respond to 1-word prompt: **home**

FRAMING

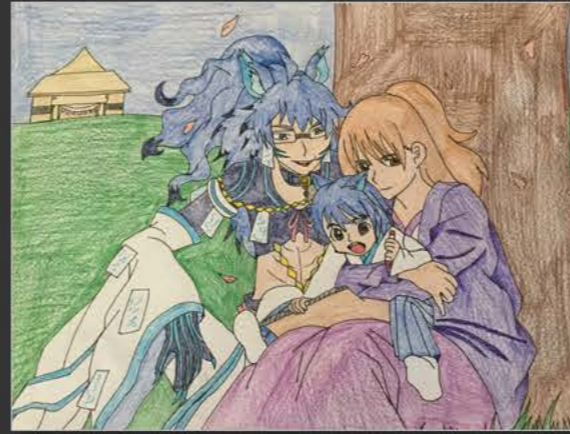
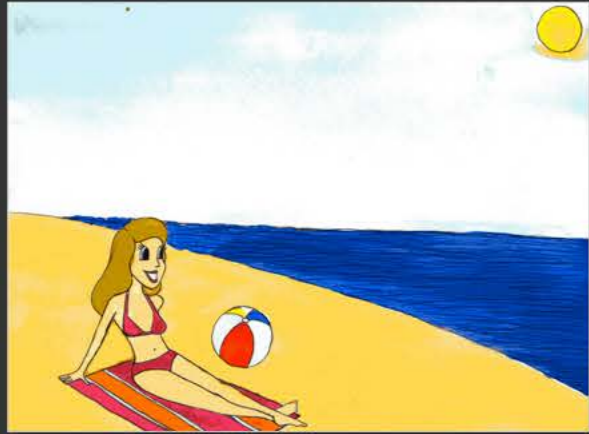
pre-assessment











FRAMING

studio visit



TOMIE DEPAOLA'S STUDIO

WARM-UP EXERCISES

swatch library

📌 experiment with diverse media

WARM-UP EXERCISES

swatch library

- 📌 experiment with diverse media
- 📌 create 20 swatches: 4+ India ink, 4+ paint, etc.

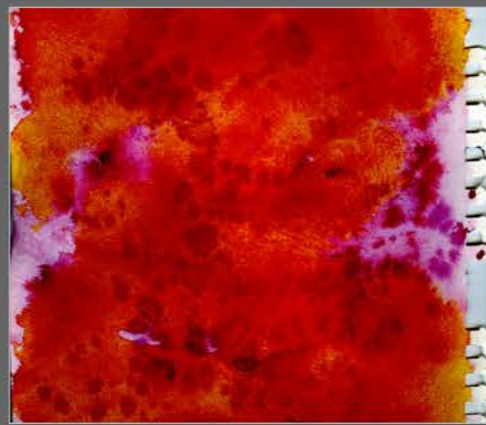
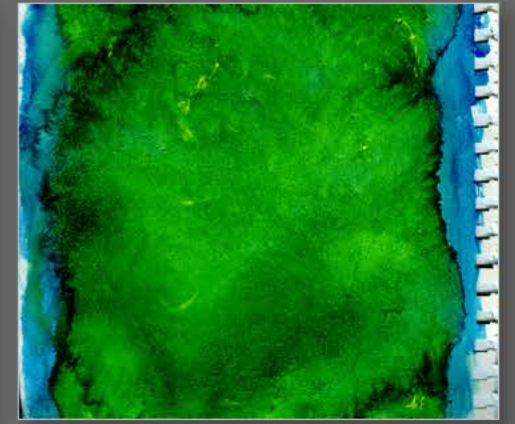
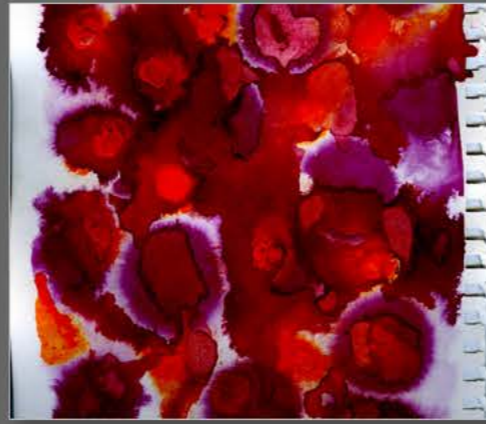
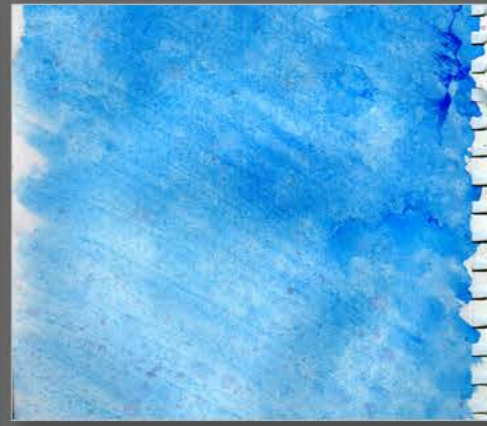
WARM-UP EXERCISES

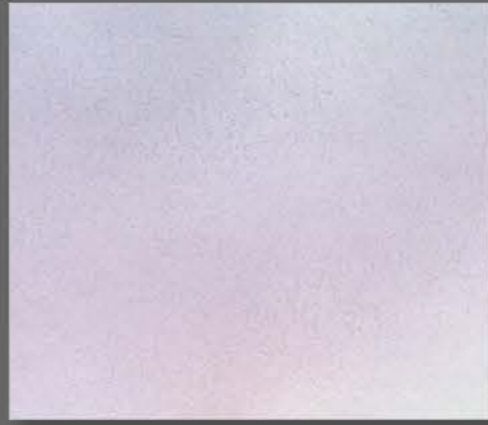
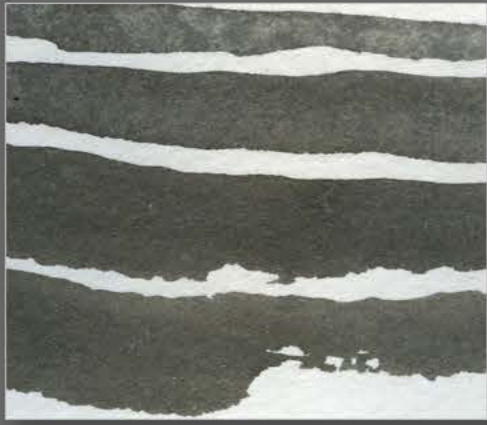
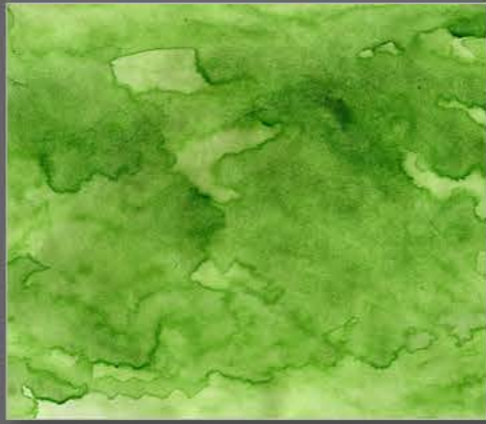
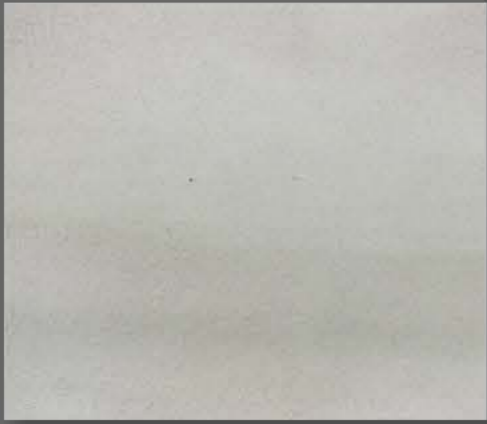
swatch library

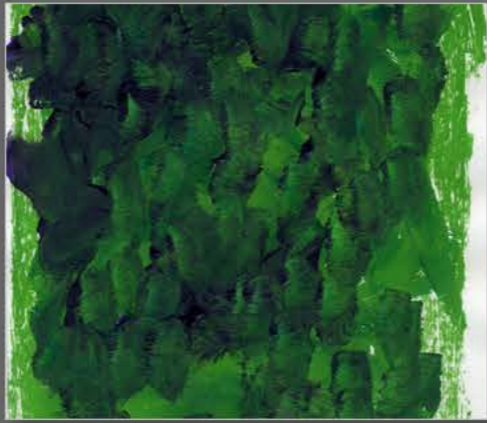
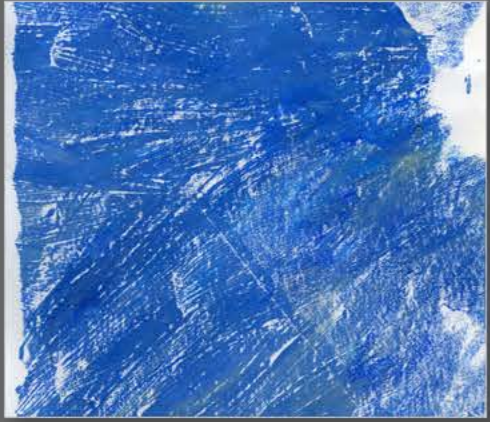
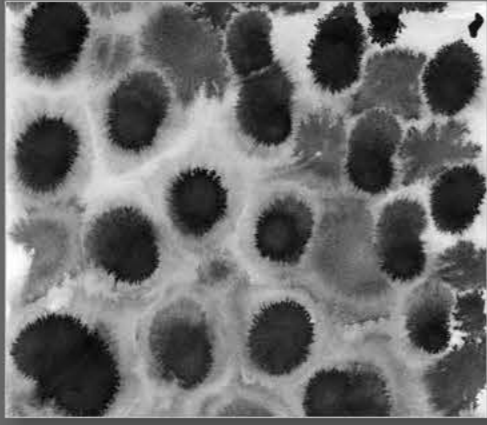
- 📌 experiment with diverse media
- 📌 create 20 swatches: 4+ India ink, 4+ paint, etc.
- 📌 develop range of colors, values, textures

WARM-UP EXERCISES

swatch library







WARM-UP EXERCISES

collage

📌 re-create children's book illustration = **narrative**

WARM-UP EXERCISES

collage

- 📌 re-create children's book illustration = **narrative**
- 📌 incorporate 5+ swatches

WARM-UP EXERCISES

collage

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- 📌 incorporate 5+ swatches
- 📌 use color, value, texture effectively

WARM-UP EXERCISES

collage

- 📌 re-create children's book illustration = **narrative**
- 📌 incorporate 5+ swatches
- 📌 use color, value, texture effectively
- 📌 integrate digital + analog processes

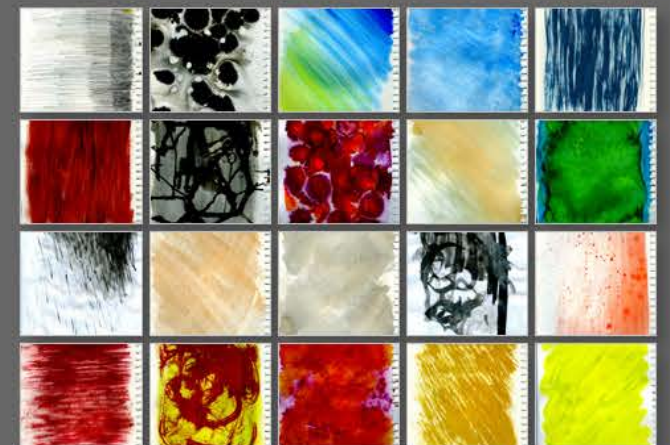
WARM-UP EXERCISES

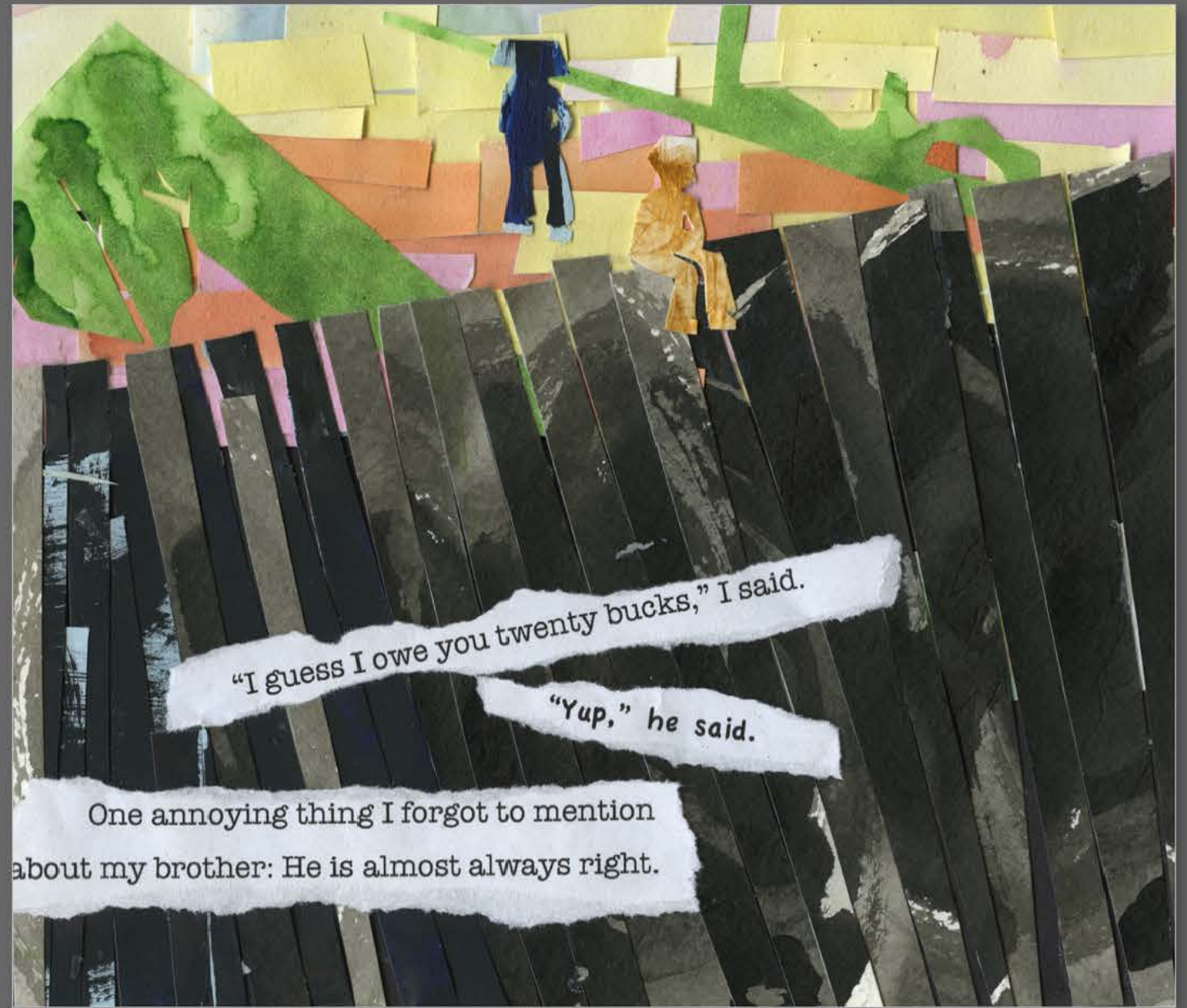
collage

Down, out of the tree he went.



Down, down, down!
It was a long way down.

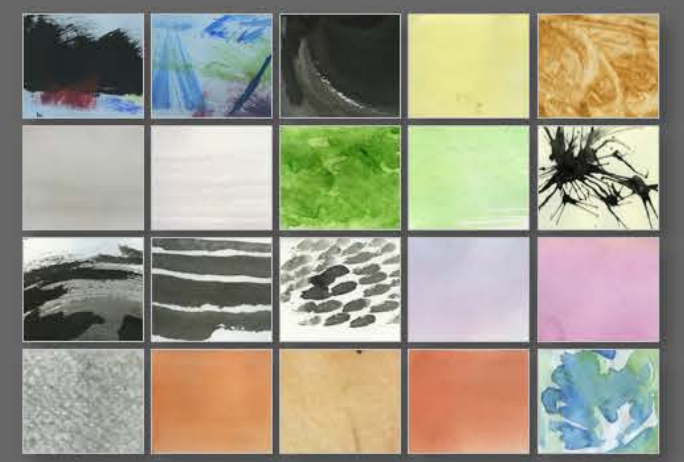




"I guess I owe you twenty bucks," I said.

"Yup," he said.

One annoying thing I forgot to mention
about my brother: He is almost always right.





As he slowed, the stars and moon disappeared again
and all the creatures raced forward to applaud him.

He bowed.



WARM-UP EXERCISES

mash-up

📌 respond to 1-word prompt: **community** or **culture**

WARM-UP EXERCISES

mash-up

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- 📌 incorporate influences from 3 illustrators:

WARM-UP EXERCISES

mash-up

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conceptual + formal + technical

WARM-UP EXERCISES

mash-up

- 📌 respond to 1-word prompt: **community** or **culture**
- 📌 incorporate influences from 3 illustrators:
conceptual + formal + technical
- 📌 write process narrative

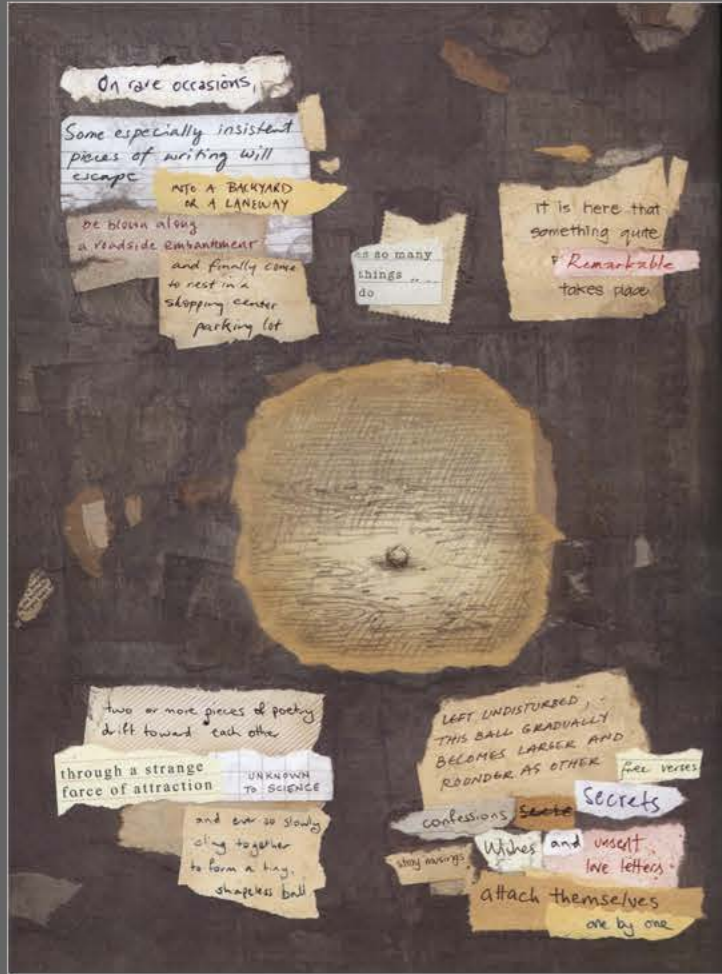
WARM-UP EXERCISES

mash-up

- 📌 respond to 1-word prompt: **community** or **culture**
- 📌 incorporate influences from 3 illustrators:
conceptual + formal + technical
- 📌 write process narrative
- 📌 consider composition + design

WARM-UP EXERCISES

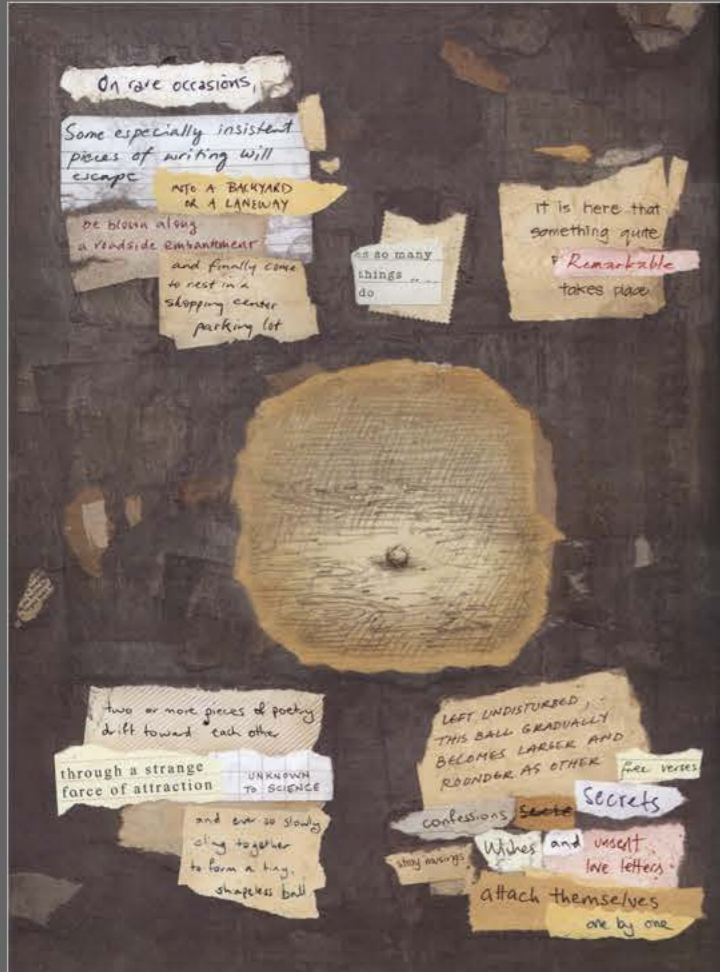
mash-up



SHAUN TAN
conceptual



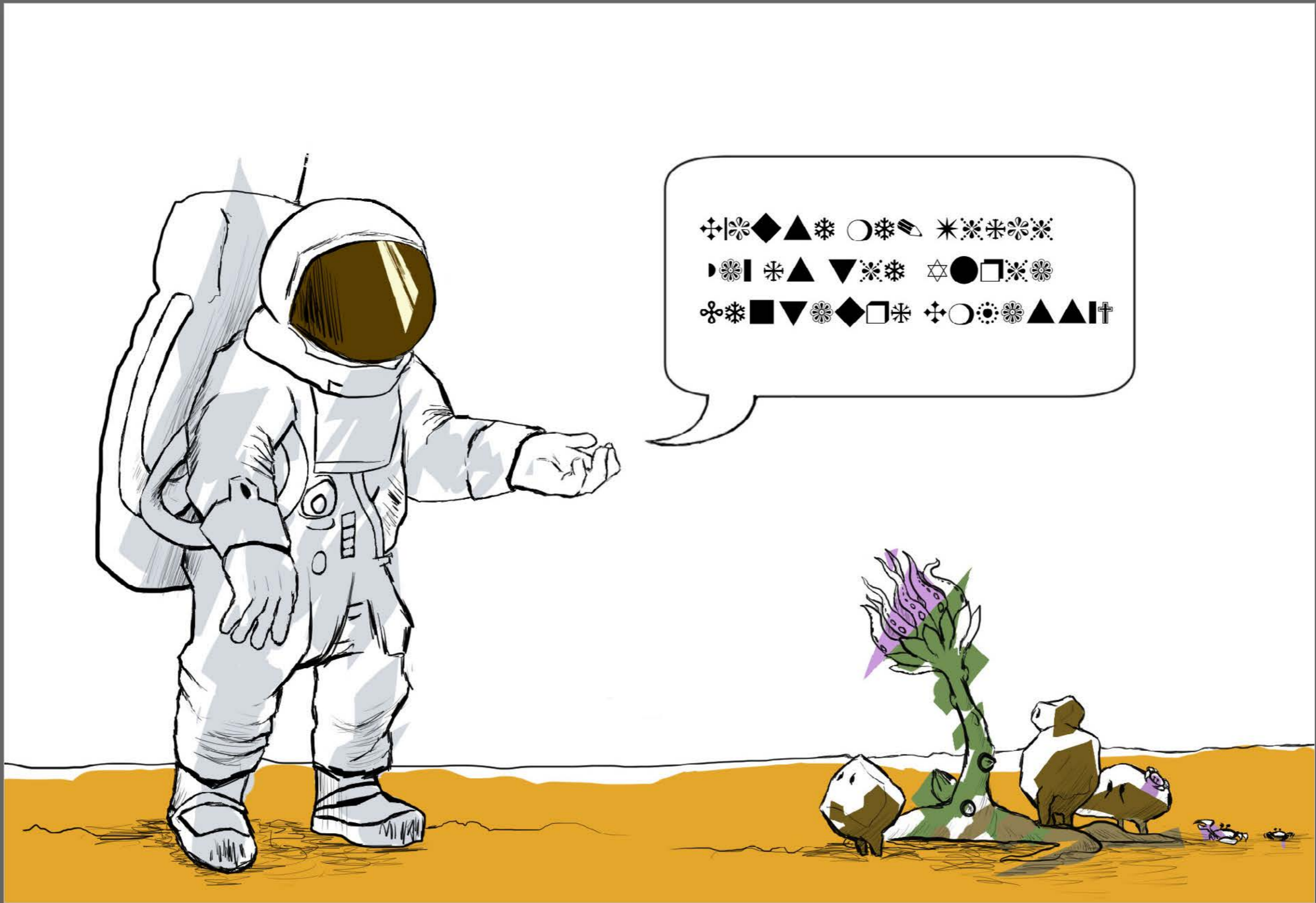
BILL WATTERSON
formal



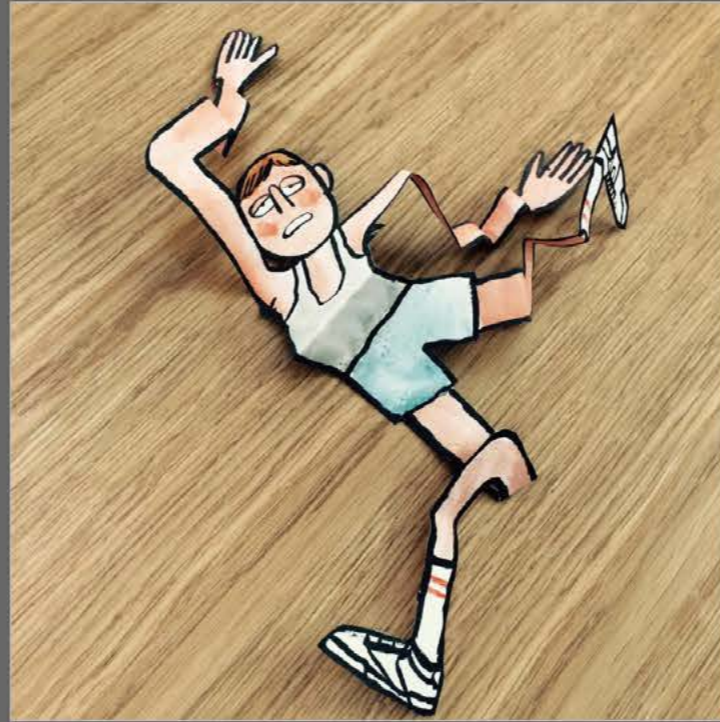
SHAUN TAN
conceptual

BILL WATTERSON
formal

ANTHONY WOLFF
technical



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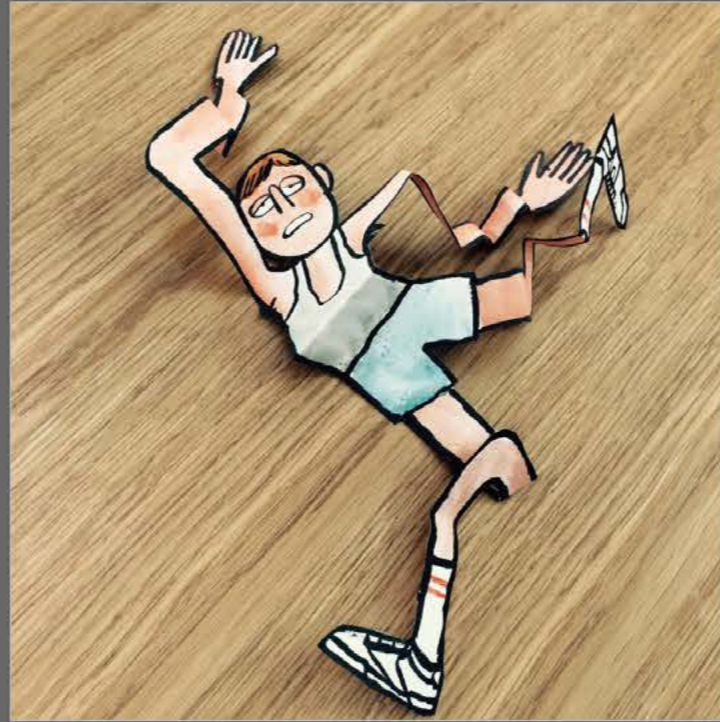


+



SARA HAUG
conceptual

JEAN JULLIEN
formal



SARA HAUG
conceptual

JEAN JULLIEN
formal

JAY QUERCIA
technical





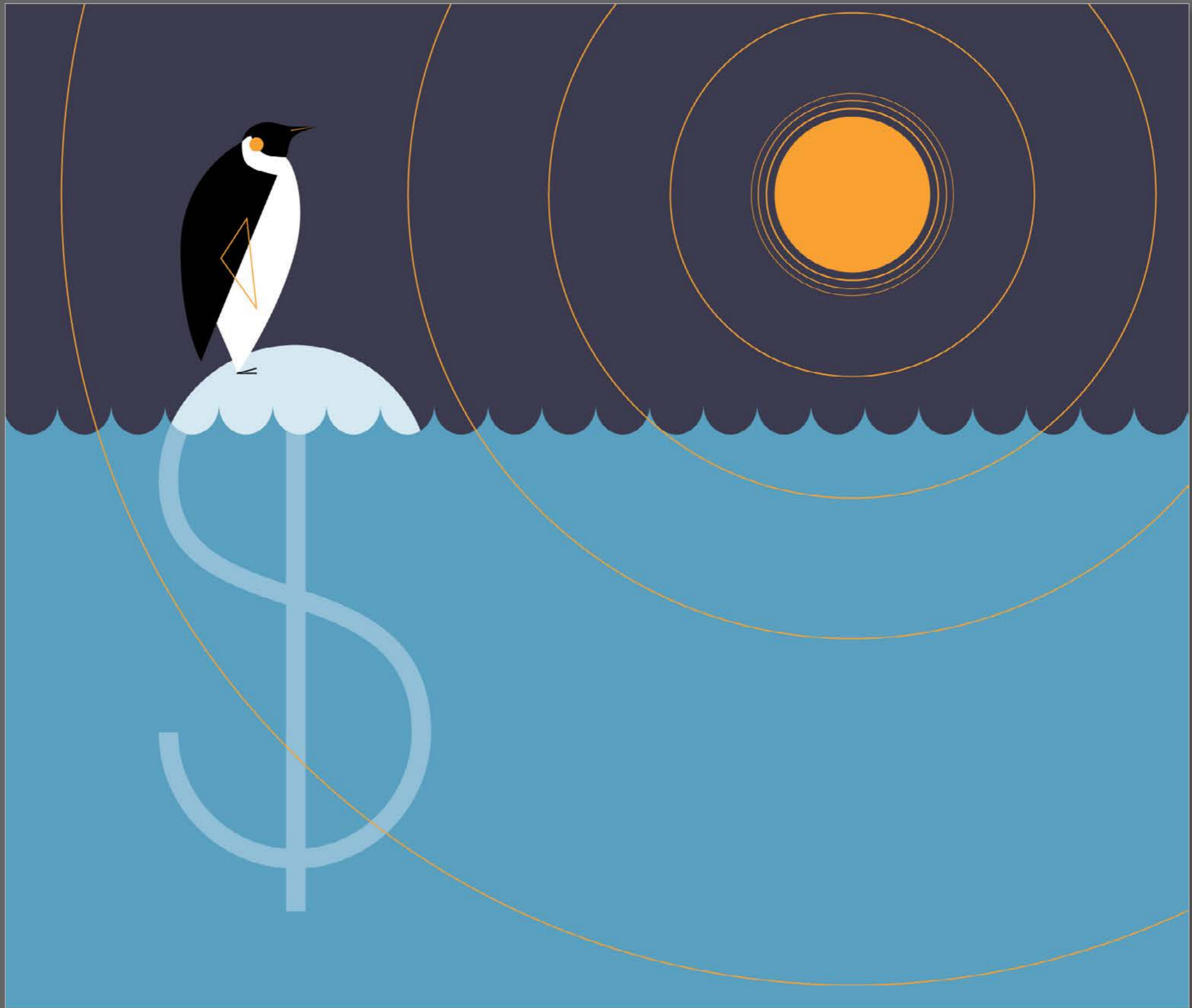
CHARLEY HARPER
formal



JON KRAUSE
conceptual

CHARLEY HARPER
formal

JAY QUERCIA
technical



An illustration featuring a penguin with a black back and white belly, standing on a light blue rock. To the right, a large, golden sun with concentric circles is set against a dark blue sky. Below the rock, a light blue body of water is depicted with a scalloped edge. The entire scene is framed by thin, golden circular lines. The background of the slide is a solid dark grey.

“I never in a million years would have tried something like this—thank you!”

ONGOING

daily experiments

📌 post 1 / weekday for 2-week period for each theme

ONGOING

daily experiments

- 📌 post 1 / weekday for 2-week period for each theme
- 📌 include 1+ digital / photographic, 1+ handmade, 1+ integrated

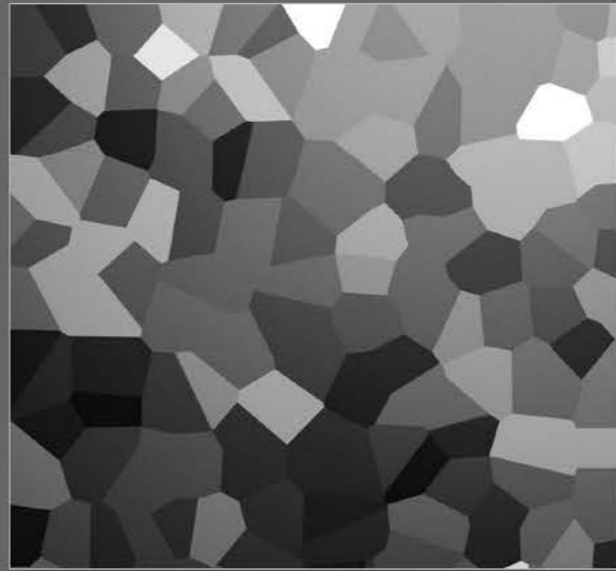
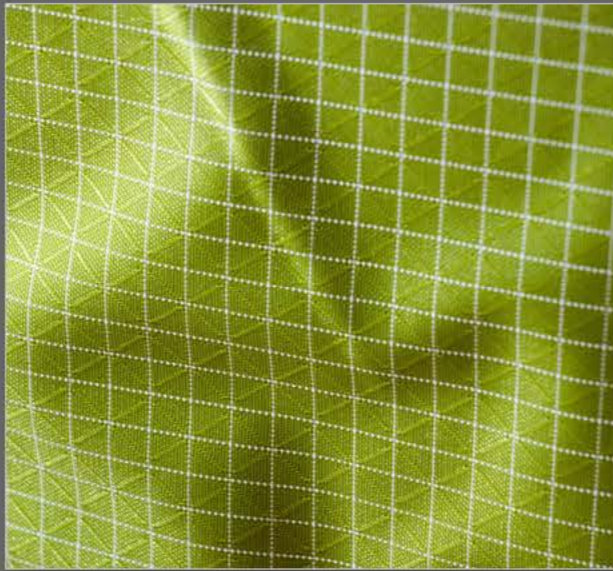
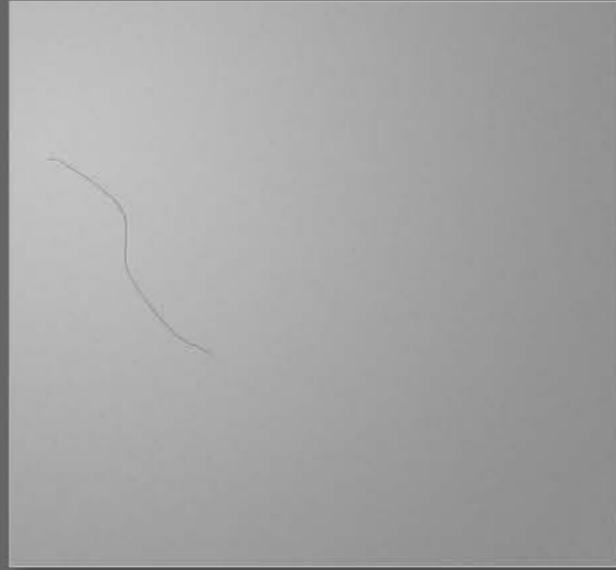
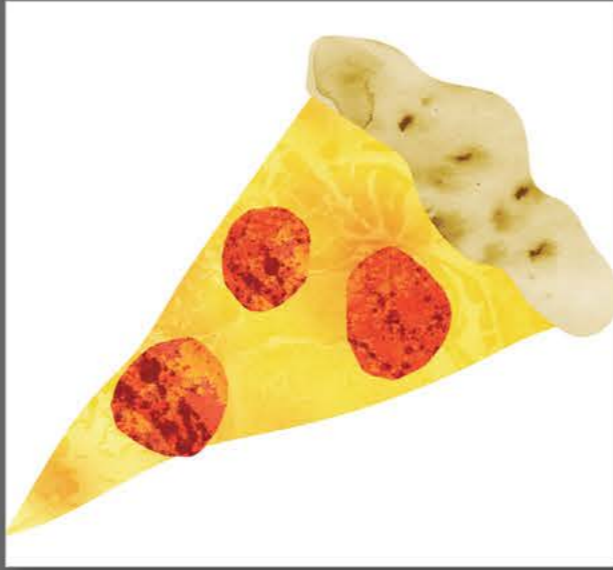
ONGOING

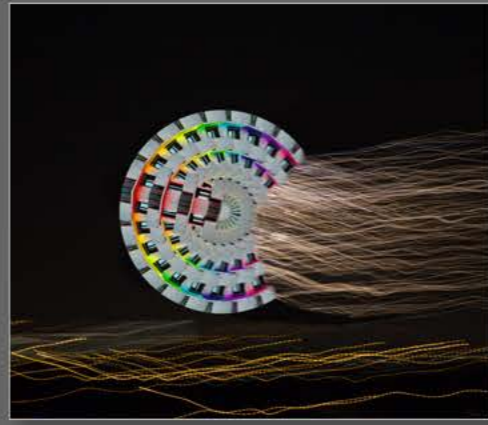
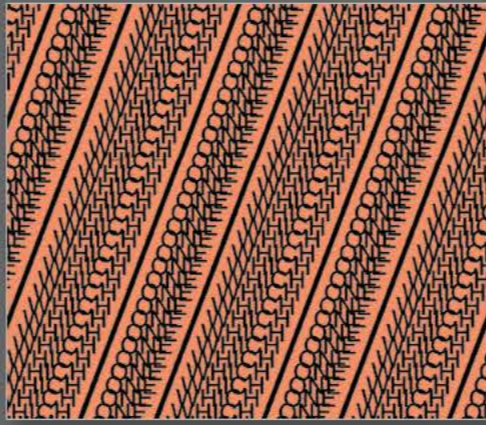
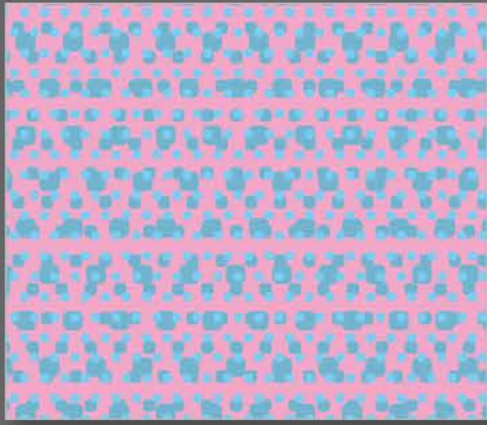
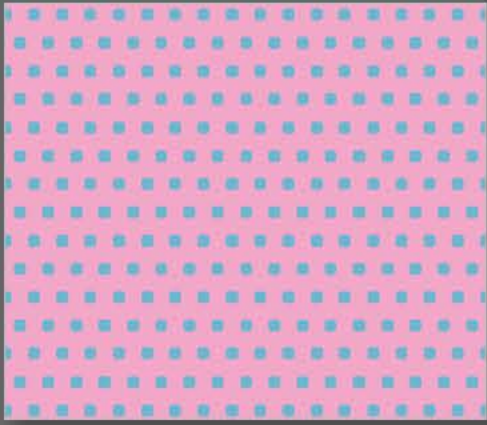
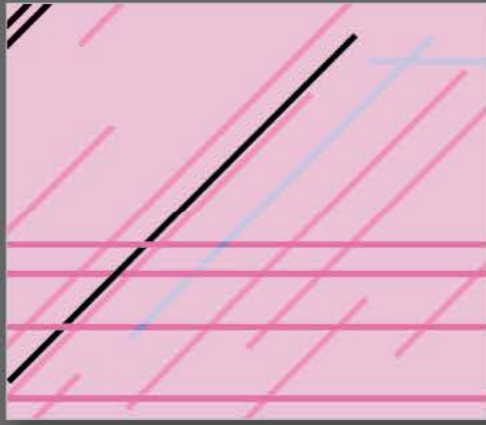
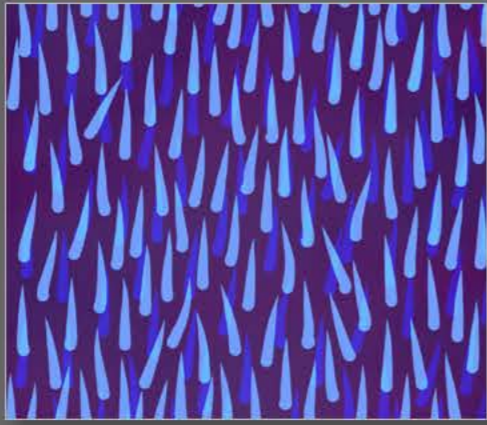
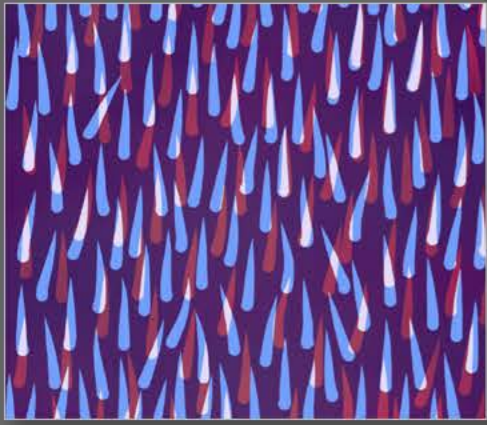
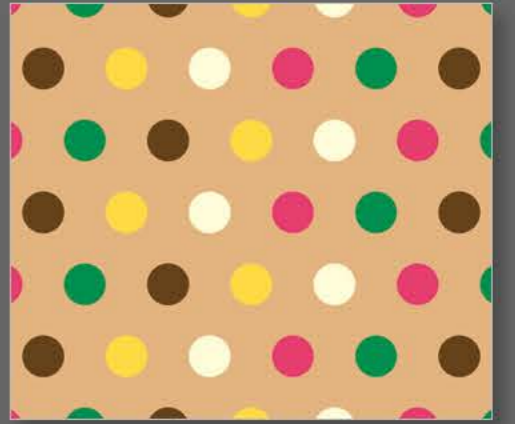
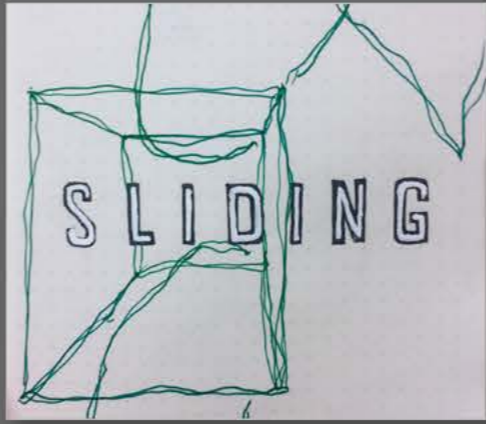
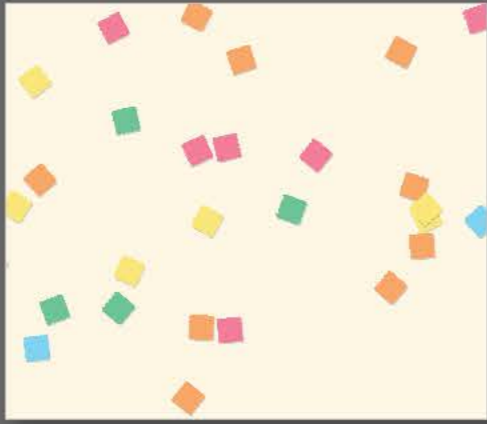
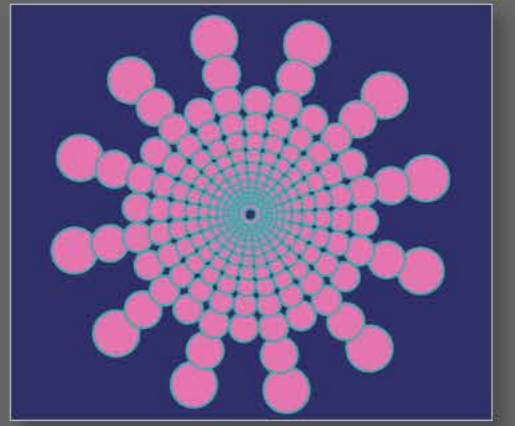
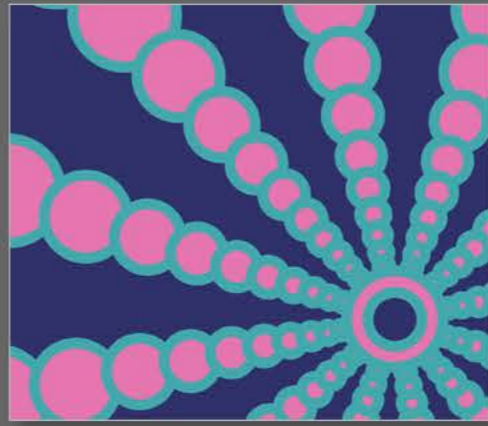
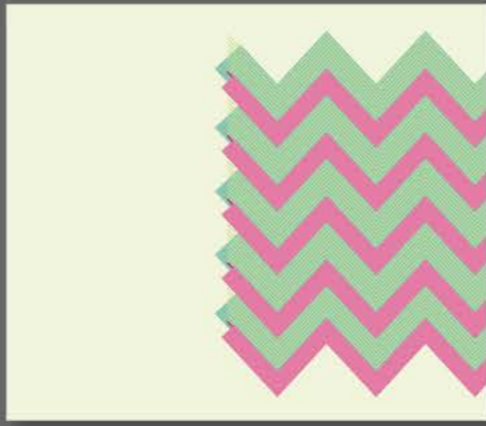
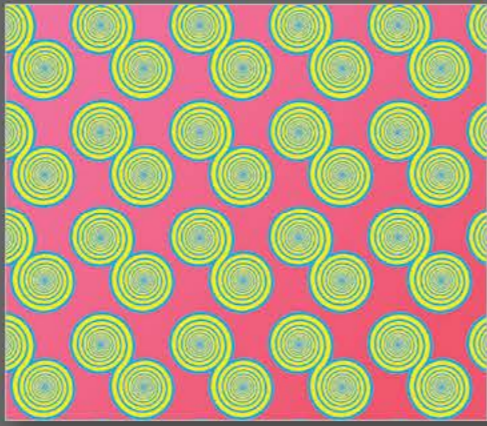
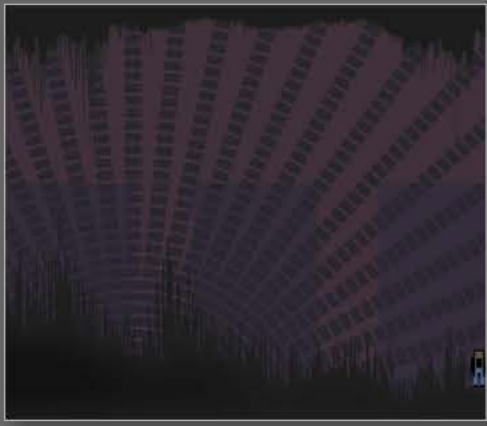
daily experiments

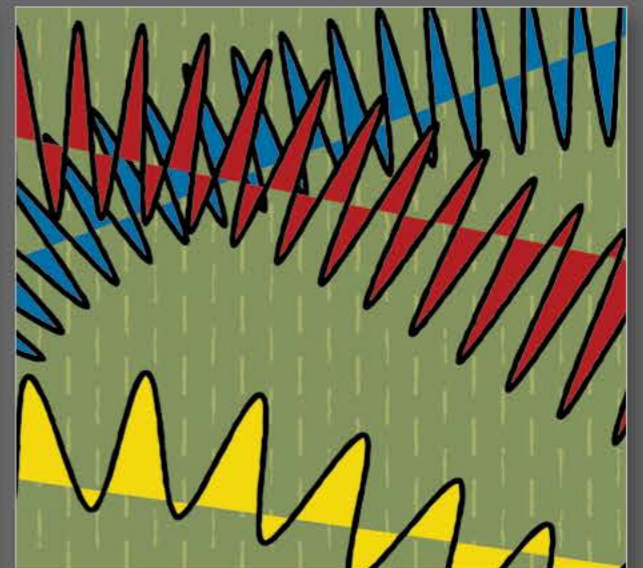
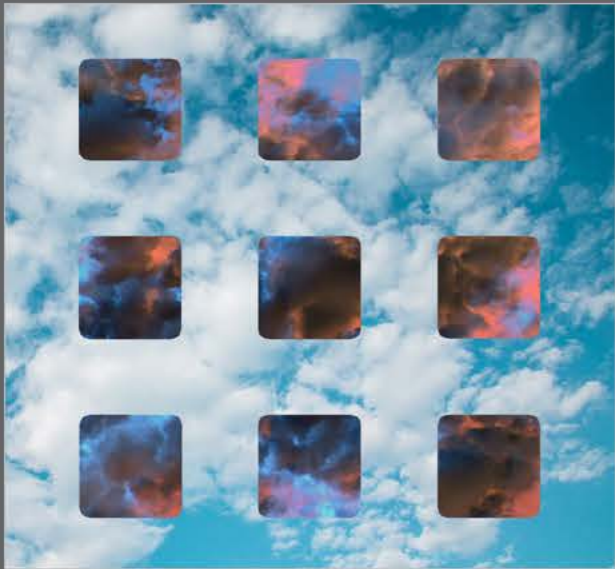
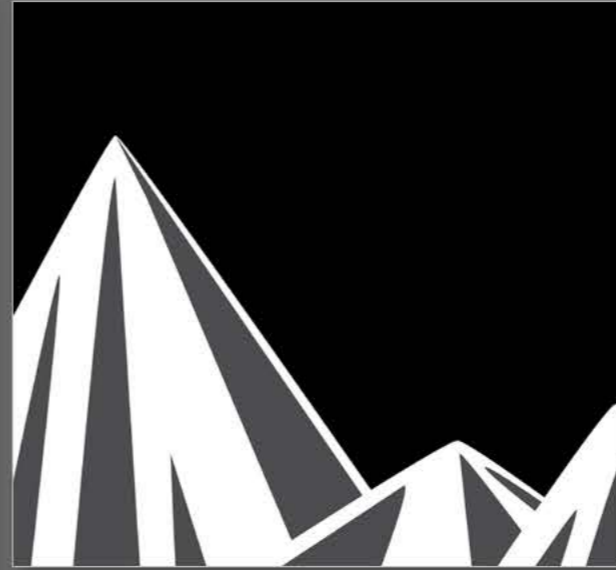
- 📌 post 1 / weekday for 2-week period for each theme
- 📌 include 1+ digital / photographic, 1+ handmade, 1+ integrated
- 📌 demonstrate range + depth

ONGOING

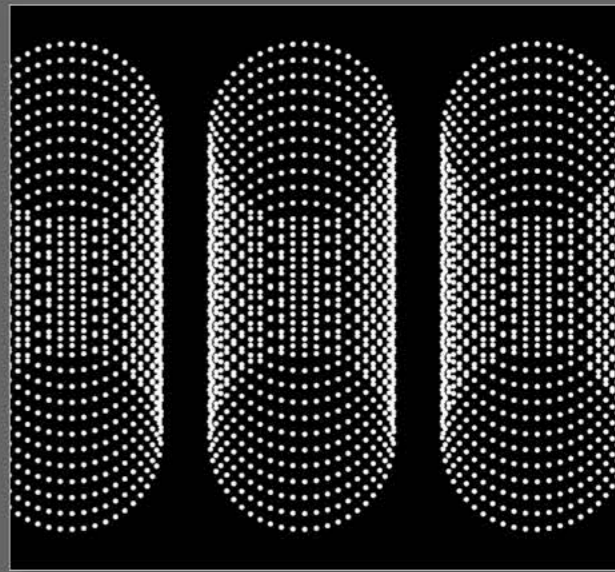
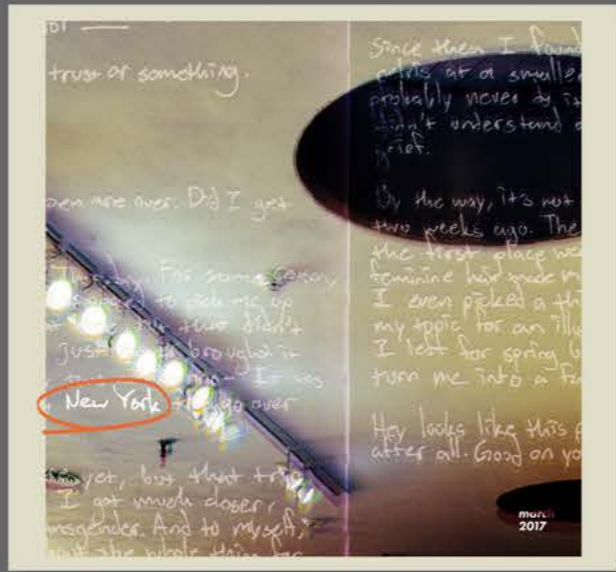
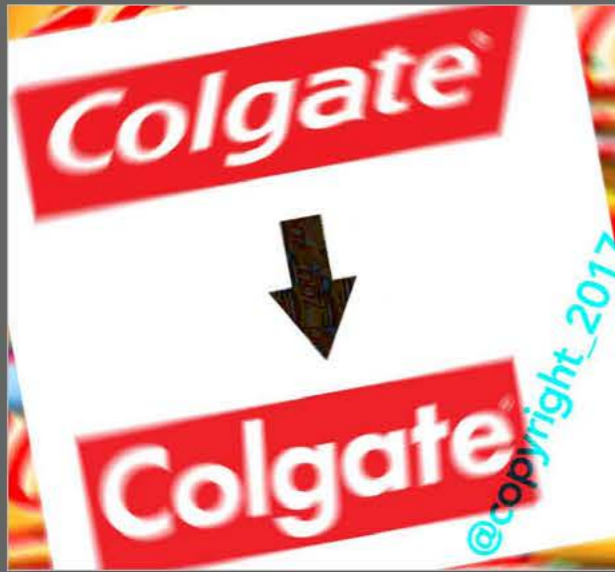
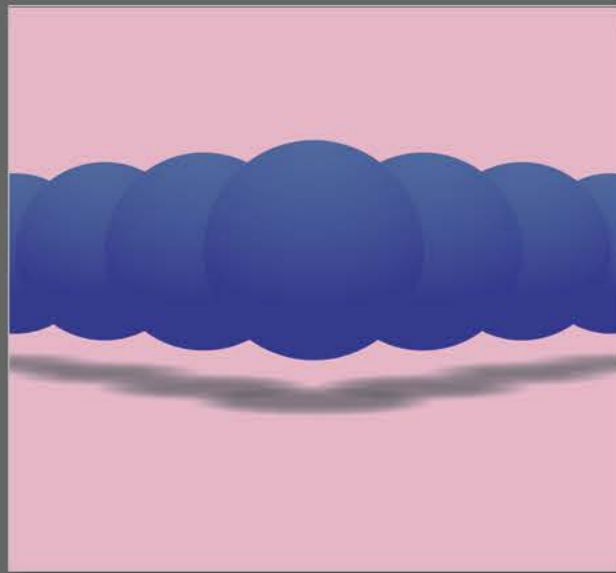
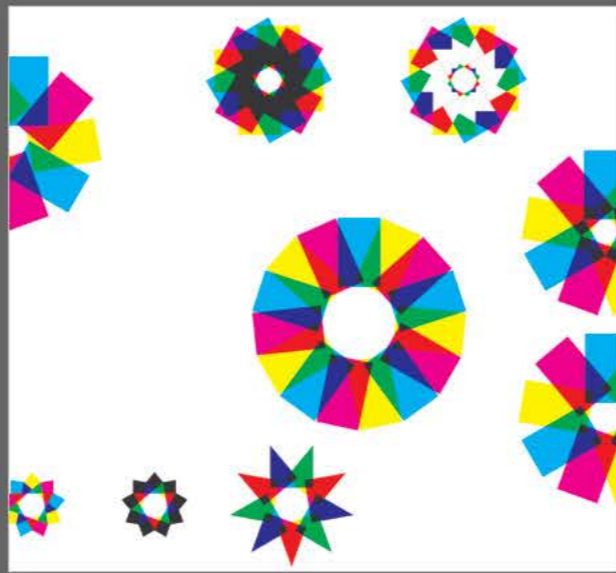
daily experiments

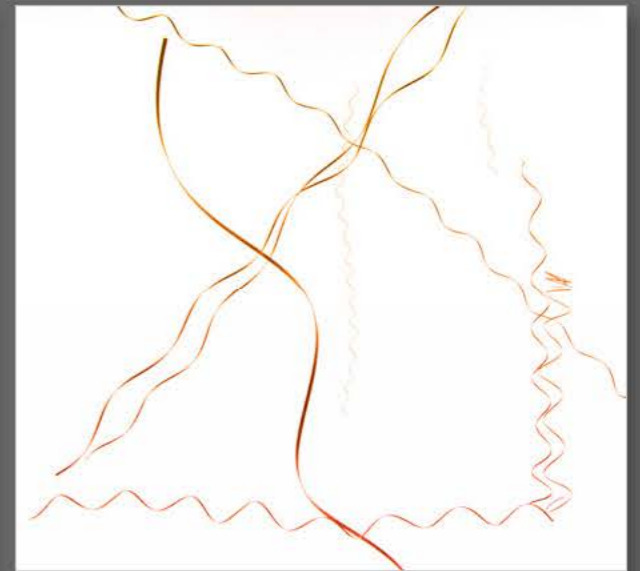
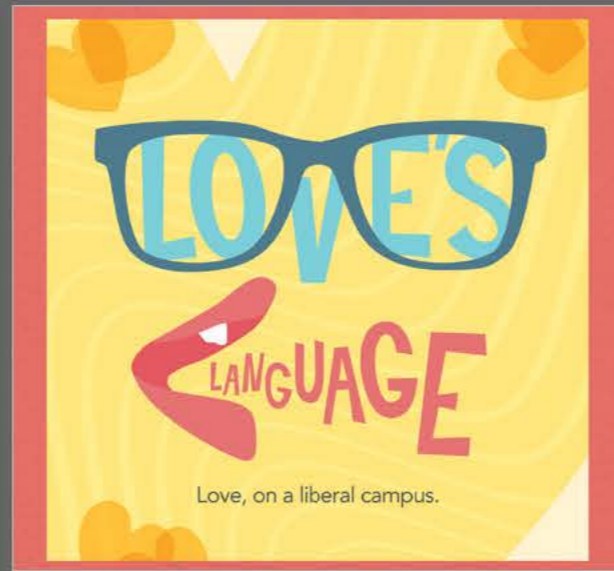






**LIFT
EVERY
VOICE**
HOSTED BY MARCUS BLUEITT





PROJECTS

alphabet posters

📌 create for lab school



PROJECTS

alphabet posters

📌 create for lab school

📌 context = **informational / pictorial / narrative**

PROJECTS

alphabet posters

📌 create for lab school

📌 context = **informational** / **pictorial** / **narrative**

📌 integrate digital + analog processes

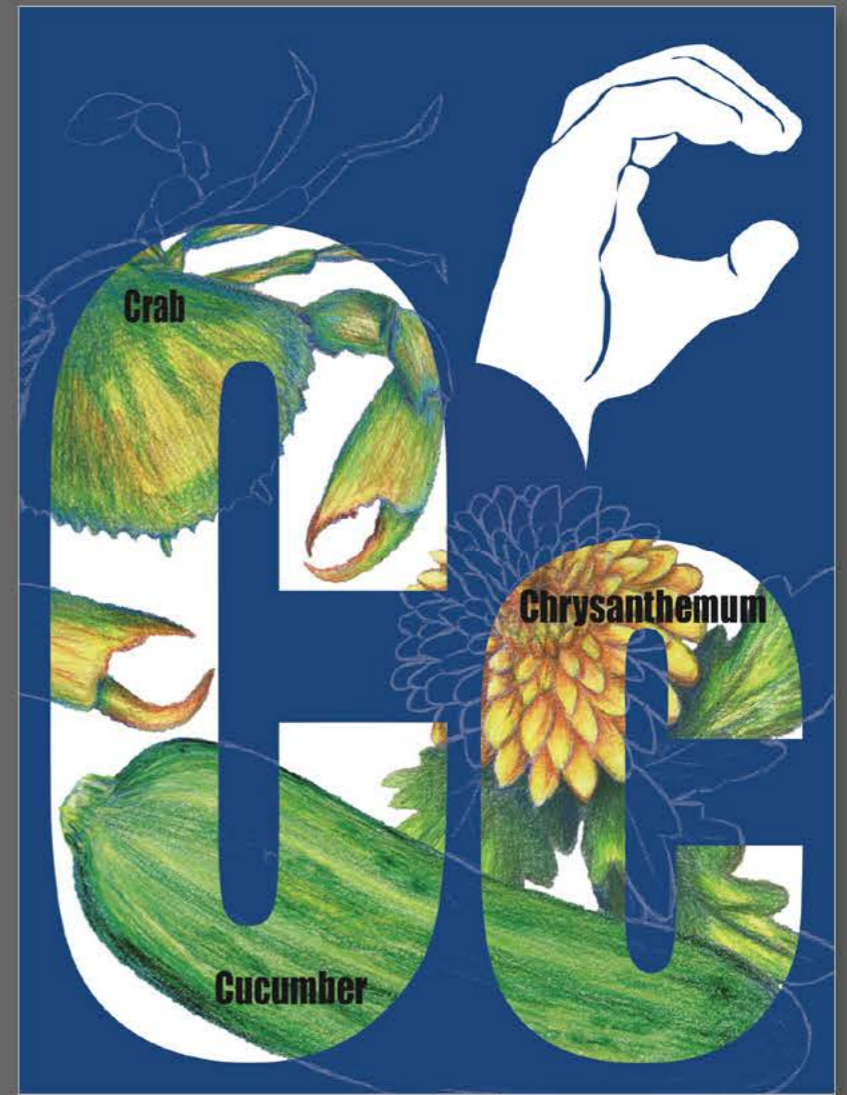
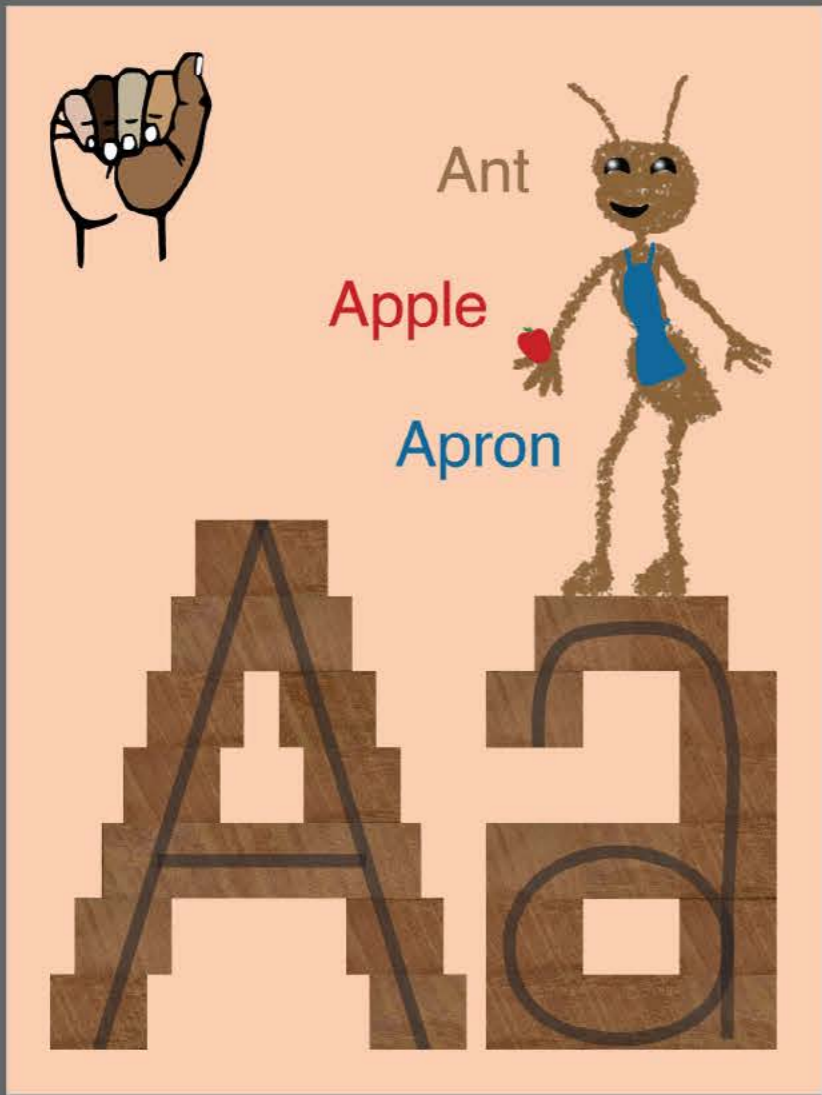
PROJECTS

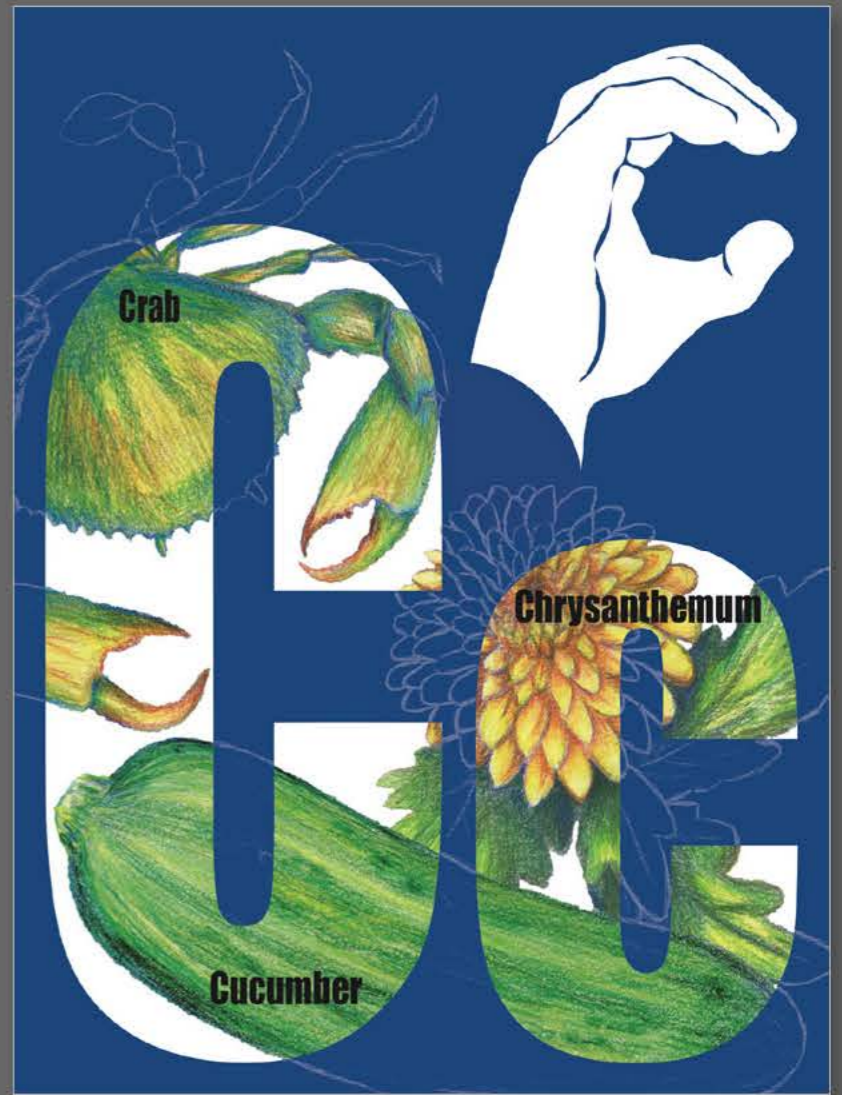
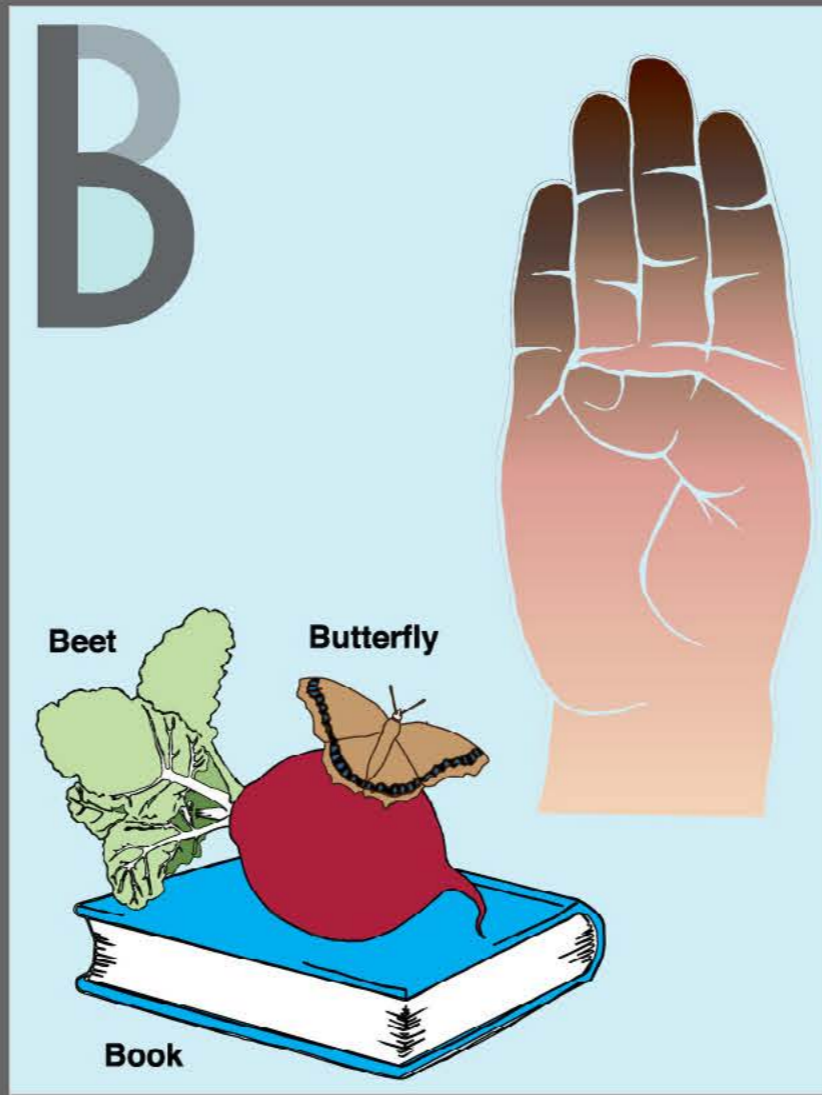
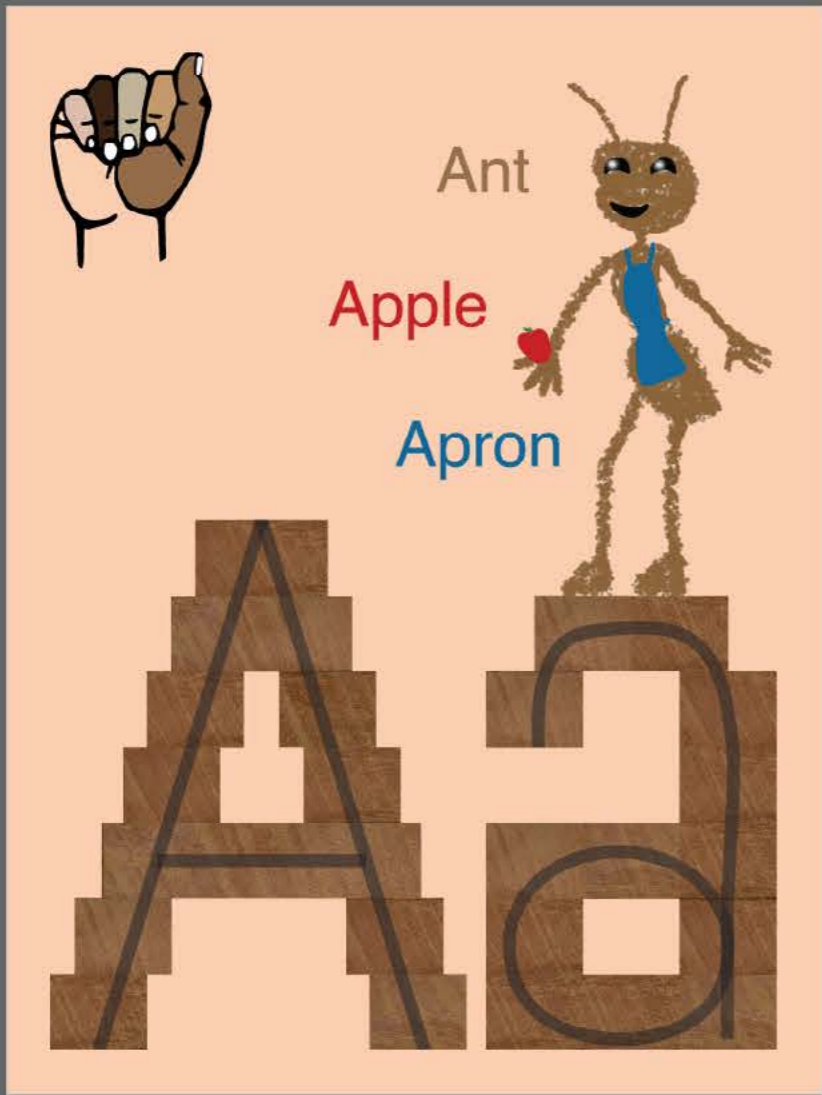
alphabet posters

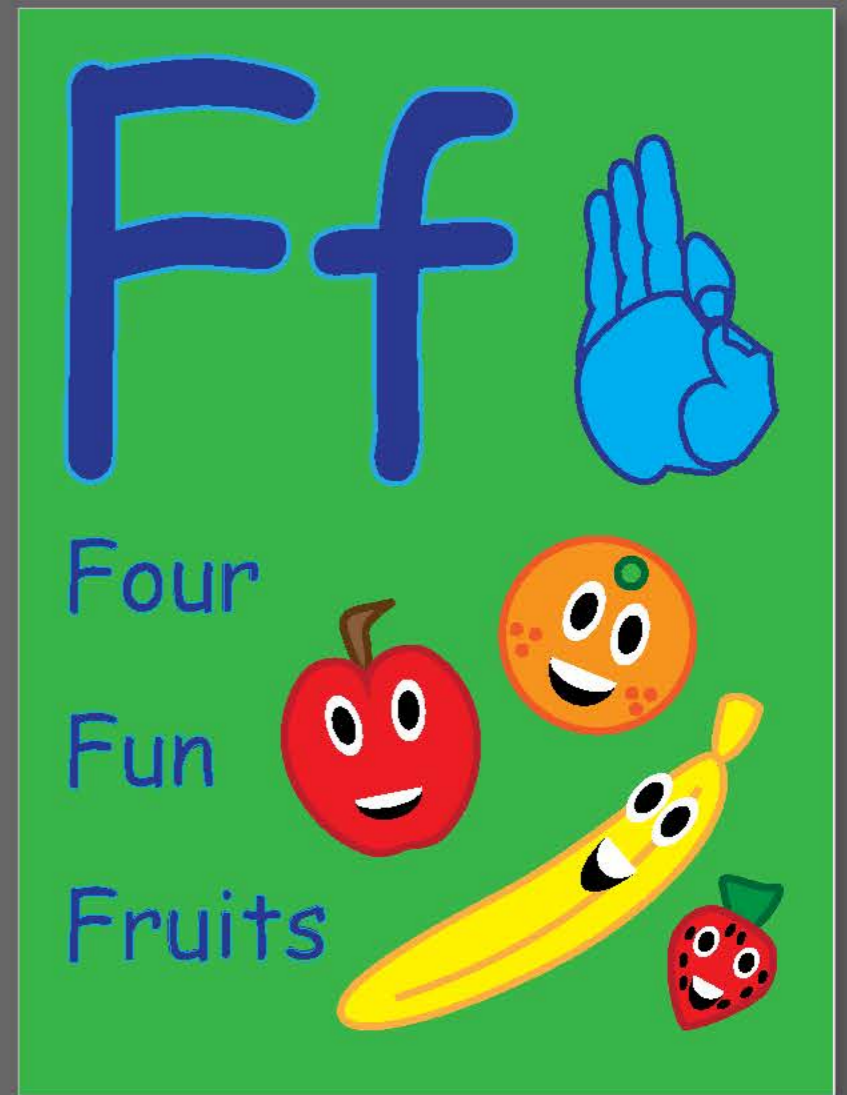
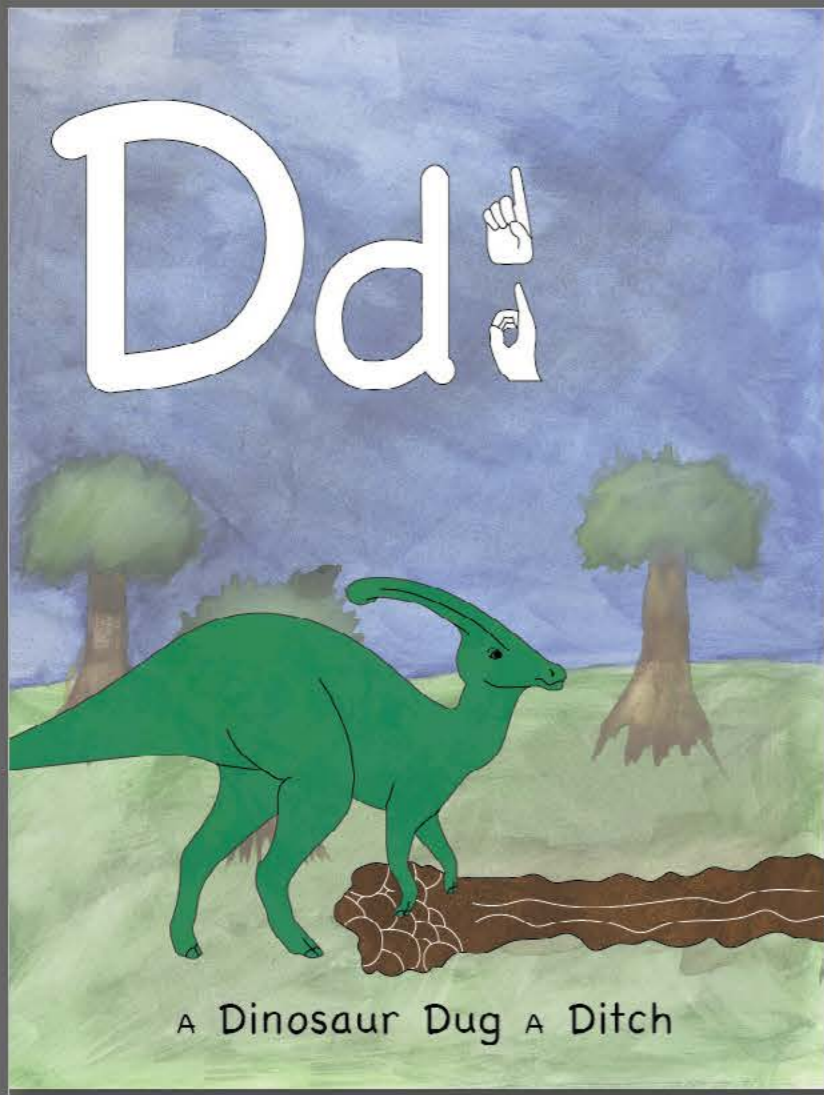
- 📌 create for lab school
- 📌 context = **informational / pictorial / narrative**
- 📌 integrate digital + analog processes
- 📌 employ surface activity

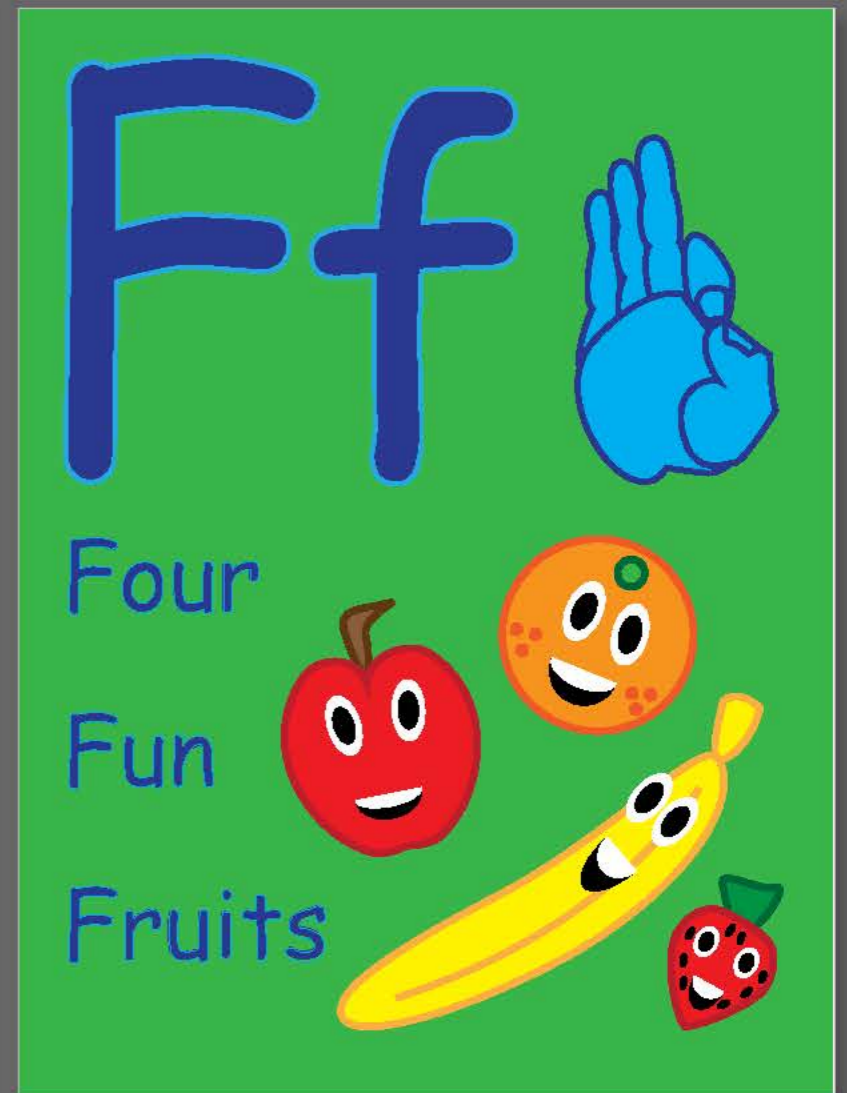
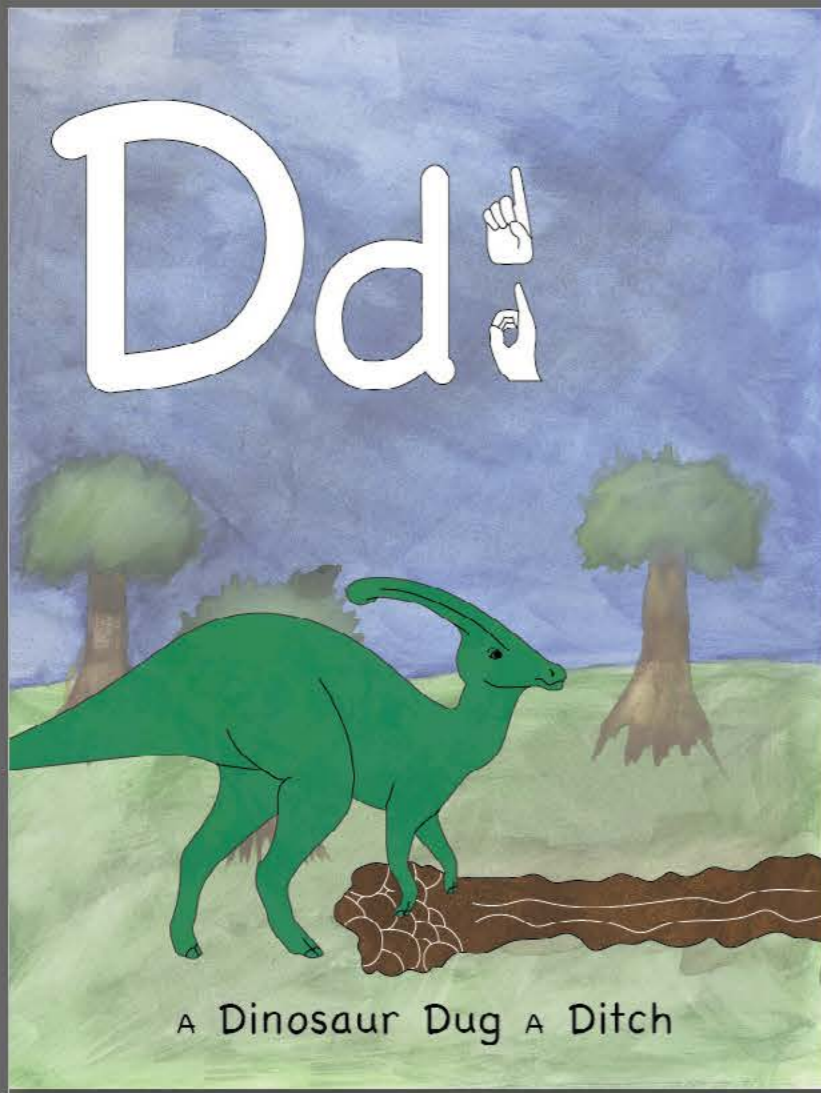
PROJECTS

alphabet posters












Gg




The giraffe is grazing
the green grass.



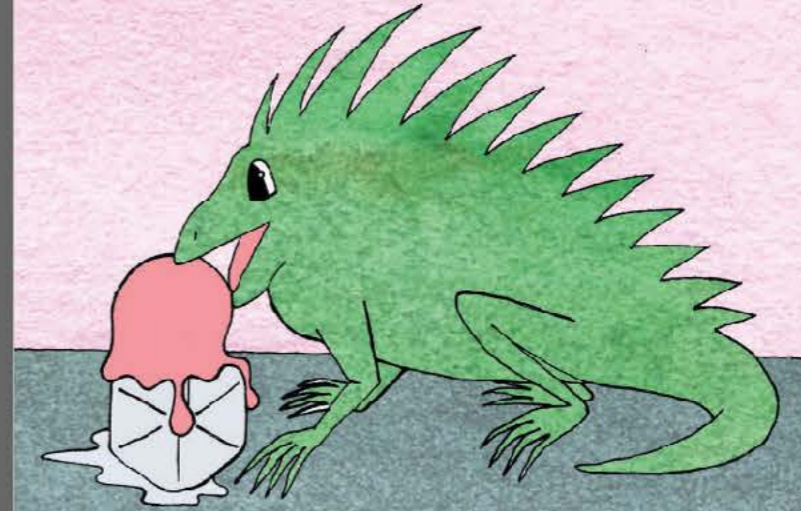
Hh



Hungry hippos are
eating hamburgers.



Ii



The iguana eats ice cream
on top of an ice cube.





As a jet passes above,
a boy jumps for joy
while holding a juice box.



The Ladybug licked the lost
Lollipop that was left at the Lake.



As a jet passes above,
a boy jumps for joy
while holding a juice box.

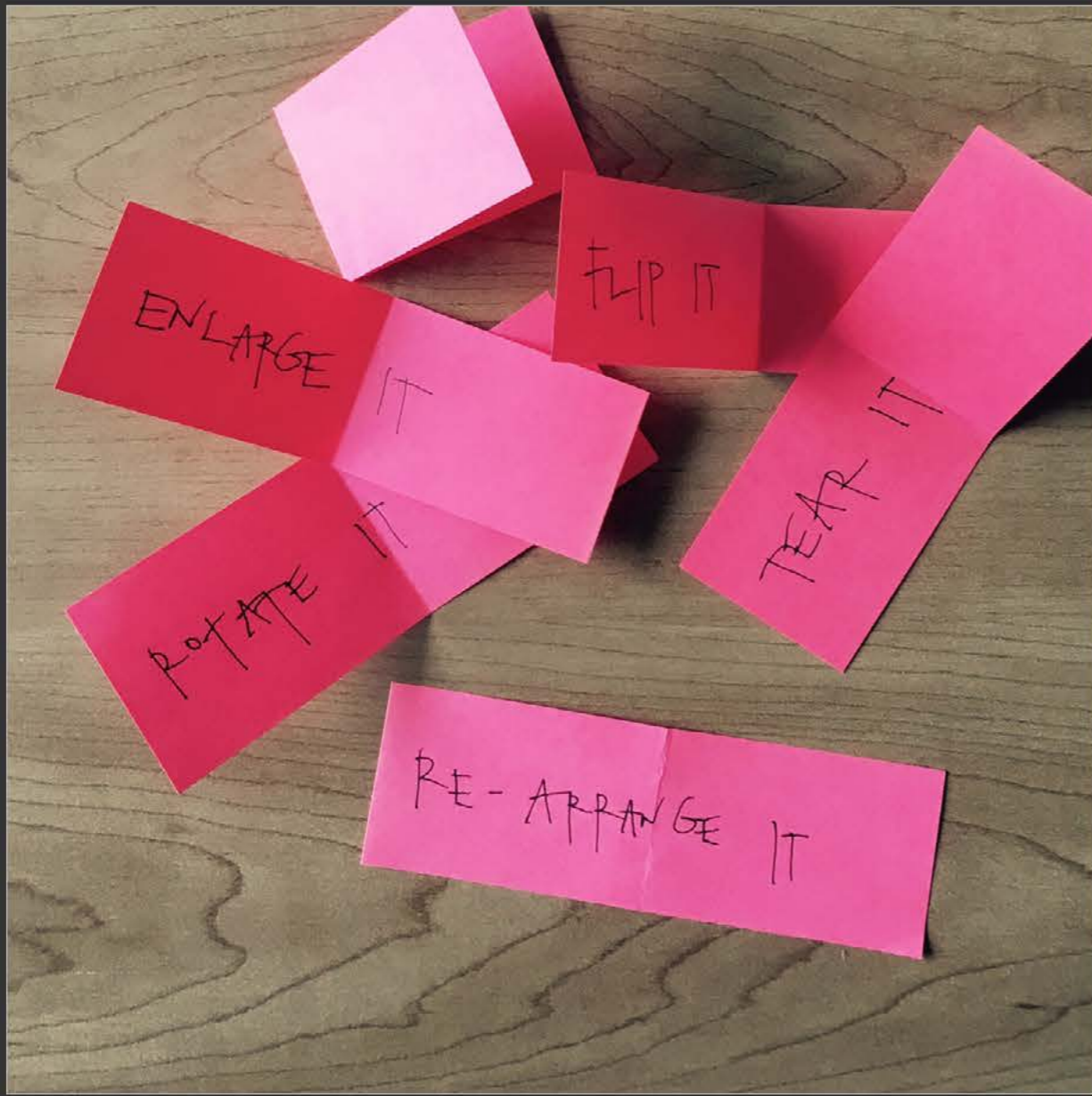


The kind Kangaroo
let the Koala borrow his kite.



The Ladybug licked the lost
Lollipop that was left at the Lake.





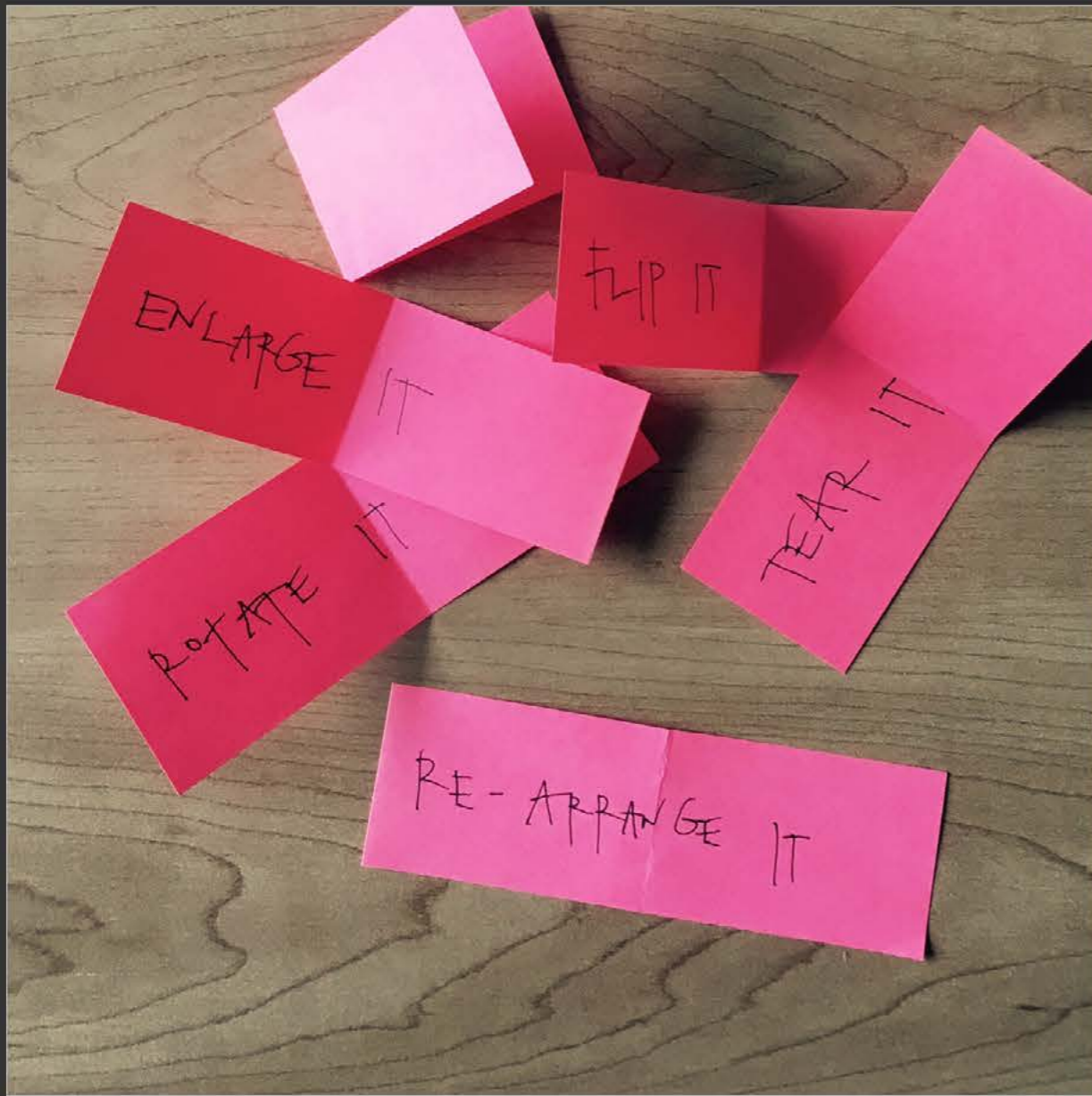
ENLARGE IT

FLIP IT

ROTATE IT

TEAR IT

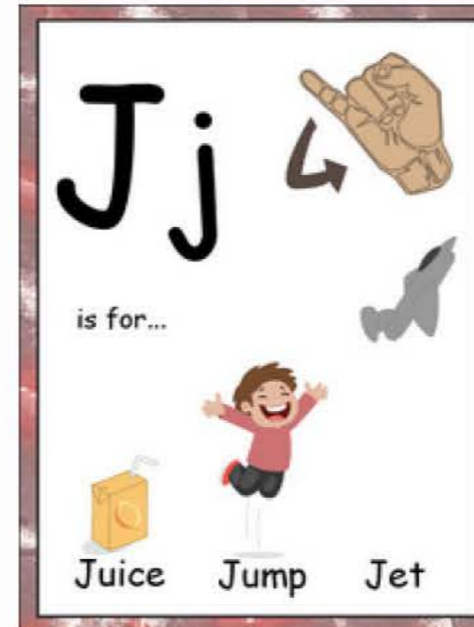
RE-ARRANGE IT

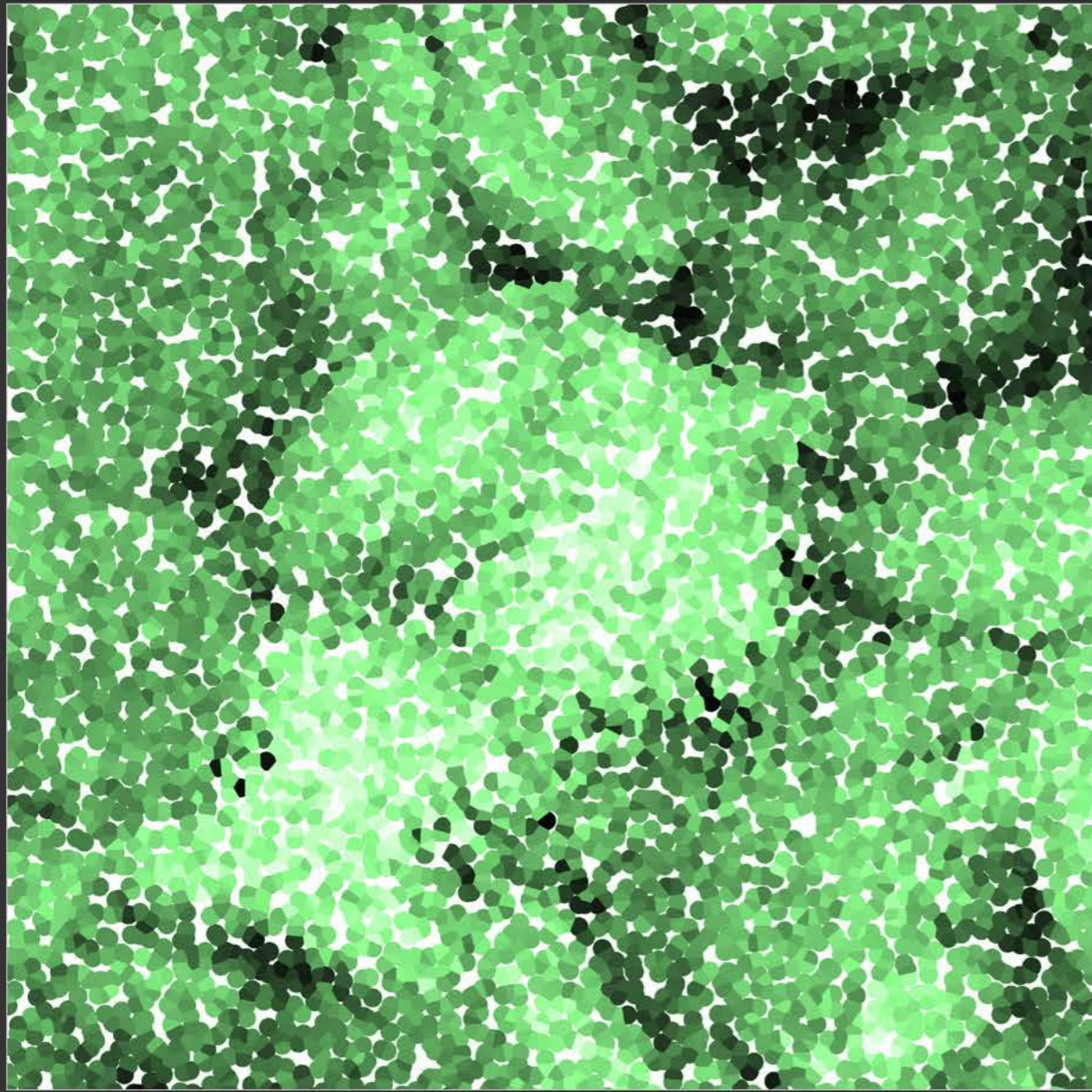


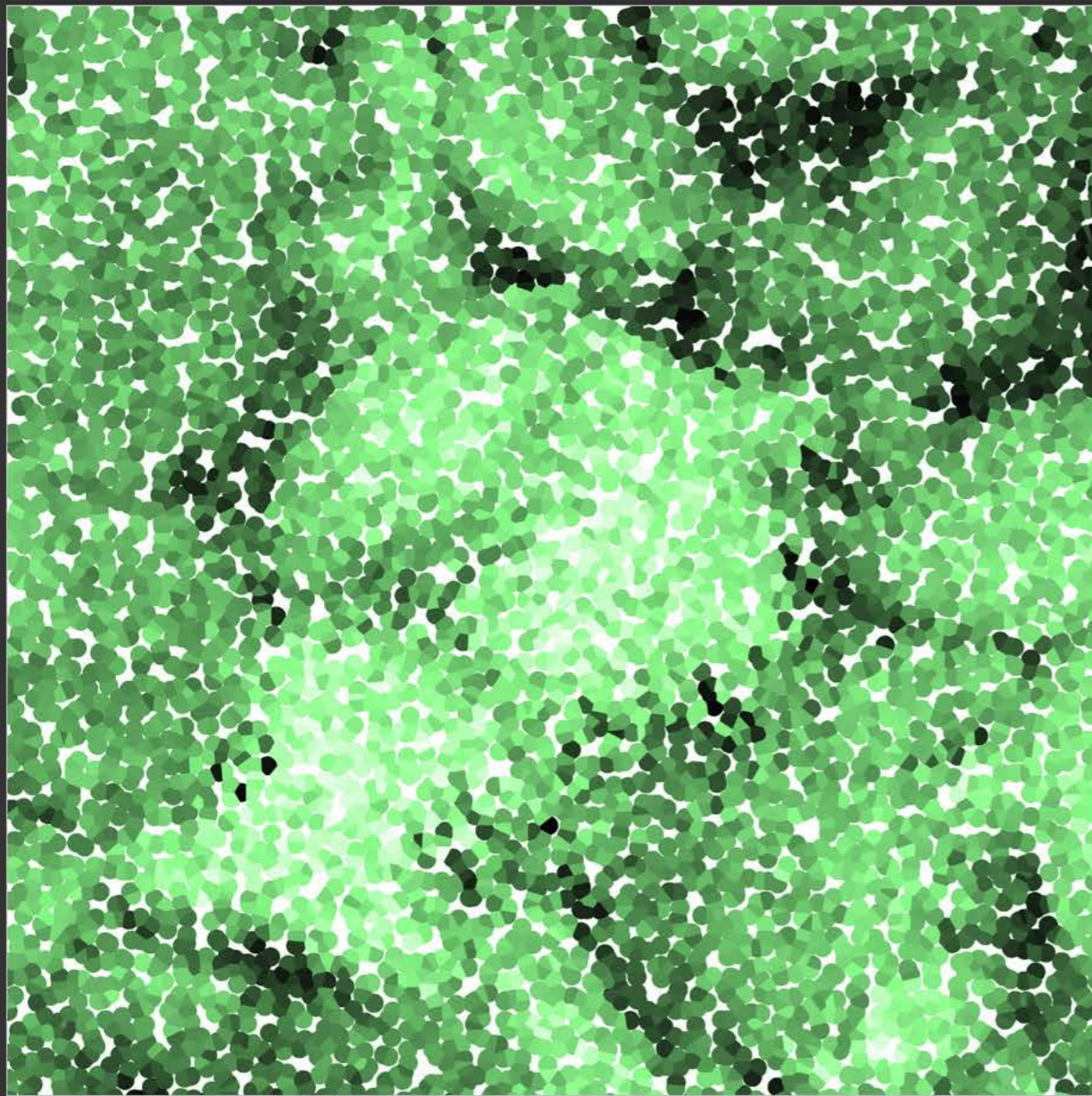
223.17

by Jennifer Kidder - Thursday, 23 February 2017, 11:51 AM

Today we had a work day. We all had to change one thing about our poster and upload two screen shots to show the difference of what we did today. The first screenshot is where I started at the start of class. I got "Re-arrange it" so the second screen shot shows how I chose to "Re-arrange" my poster.



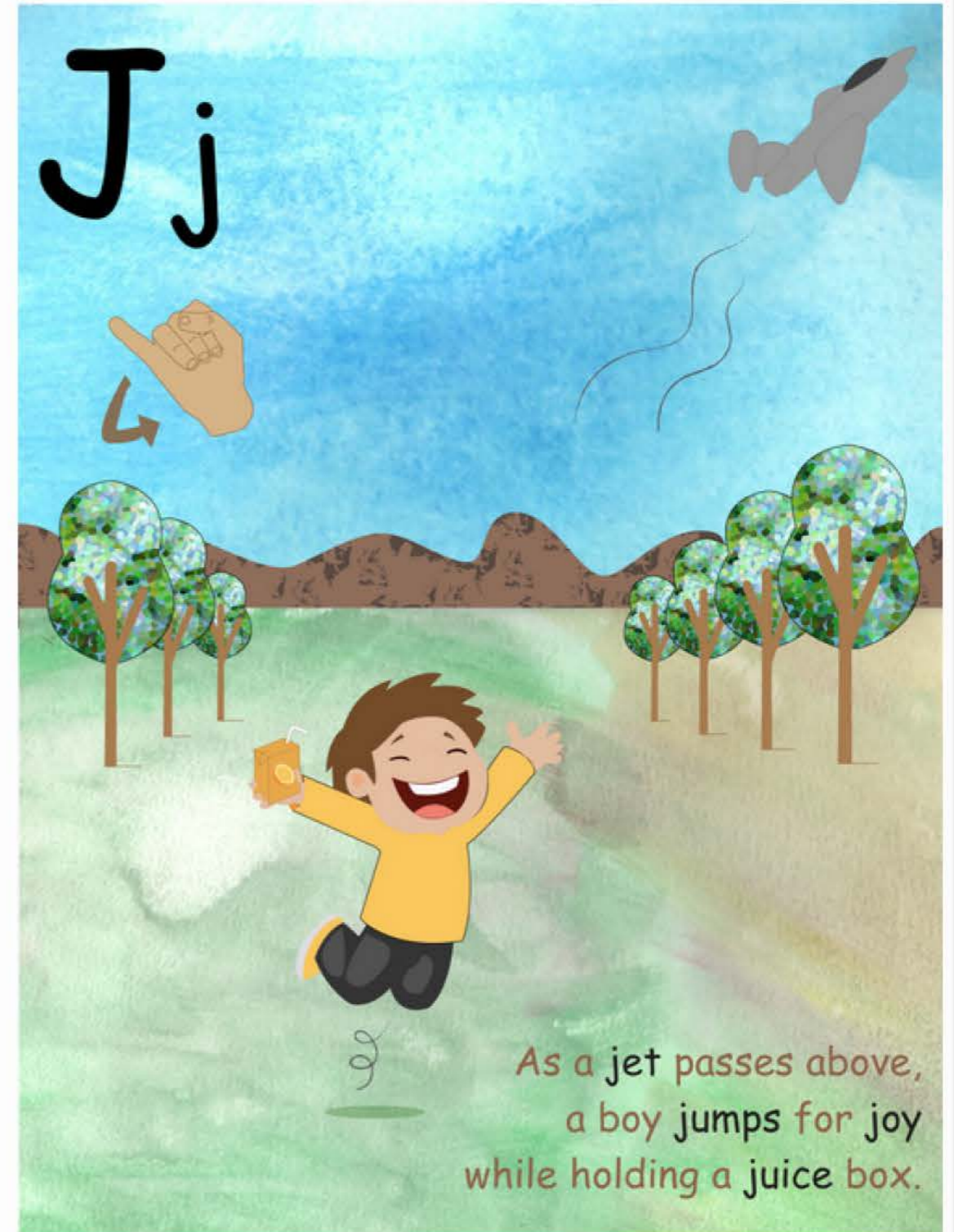




3.2.17

by Jennifer Ködder - Thursday, 2 March 2017, 11:32 AM

Today was a work day. I worked a lot with adding different swatches into the background and adding different textures for the trees and the mountain. I also changed the shirt color on the boy and re-arranged the text to the right corner instead of all the way across the screen.



Mm 



Magenta Monster Mopping Milk

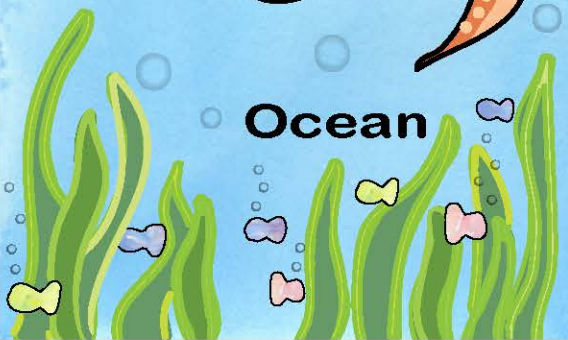
Oo

Octopus



Orange

Ocean



Mm



Magenta Monster Mopping Milk

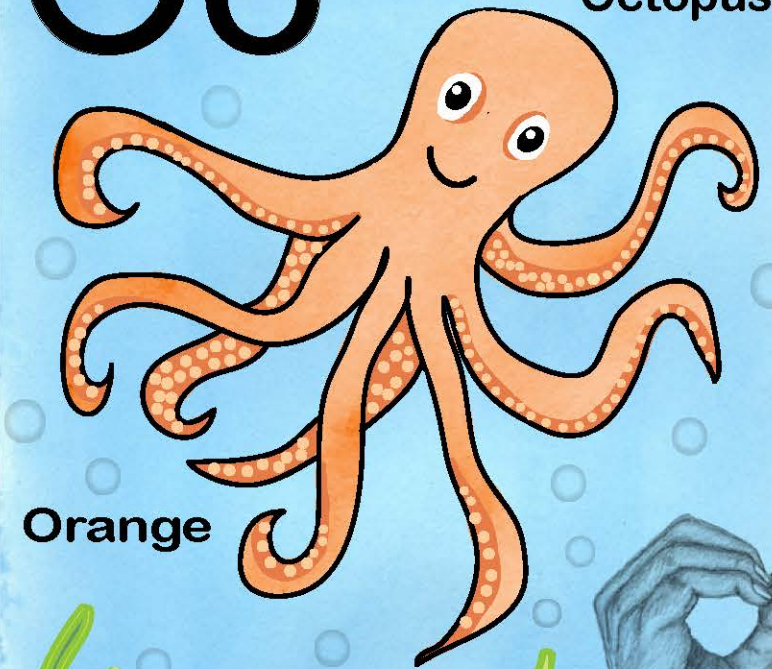
Nn



Narwhal Napping at Noon

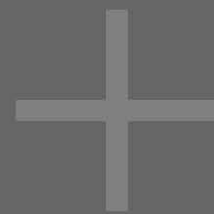
Oo

Octopus

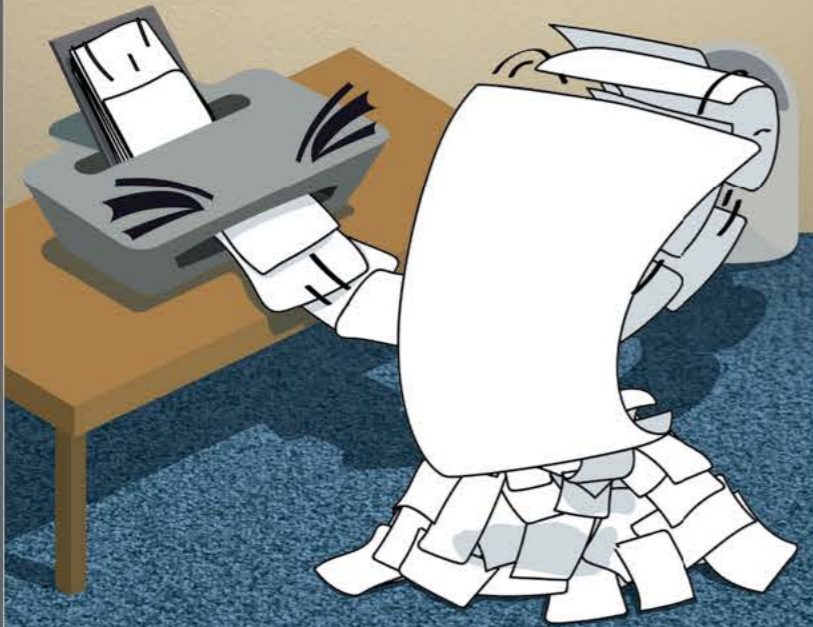


Orange

Ocean

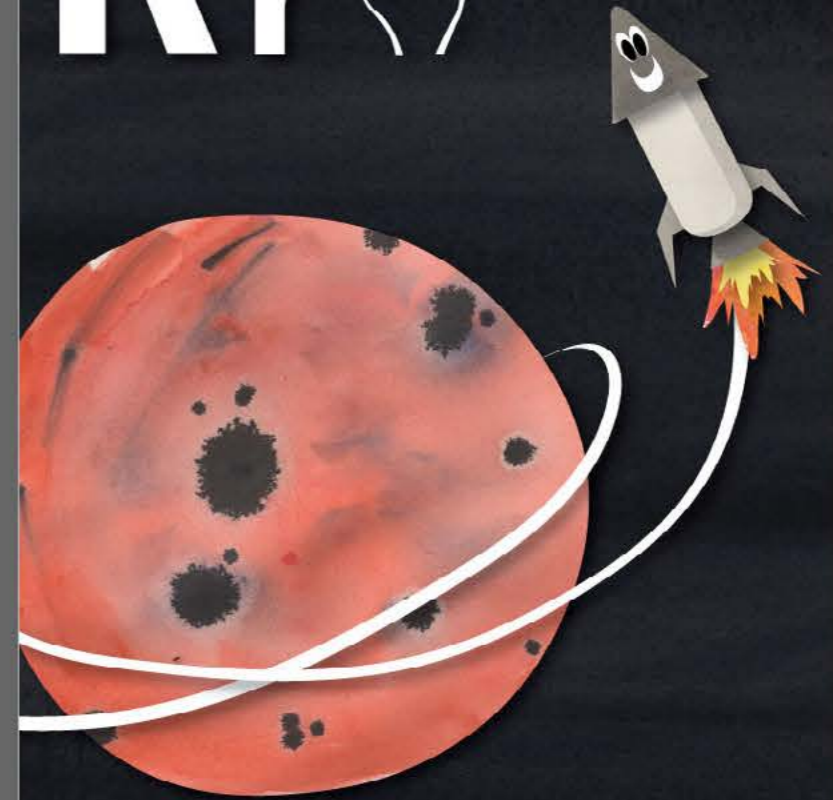


Pp



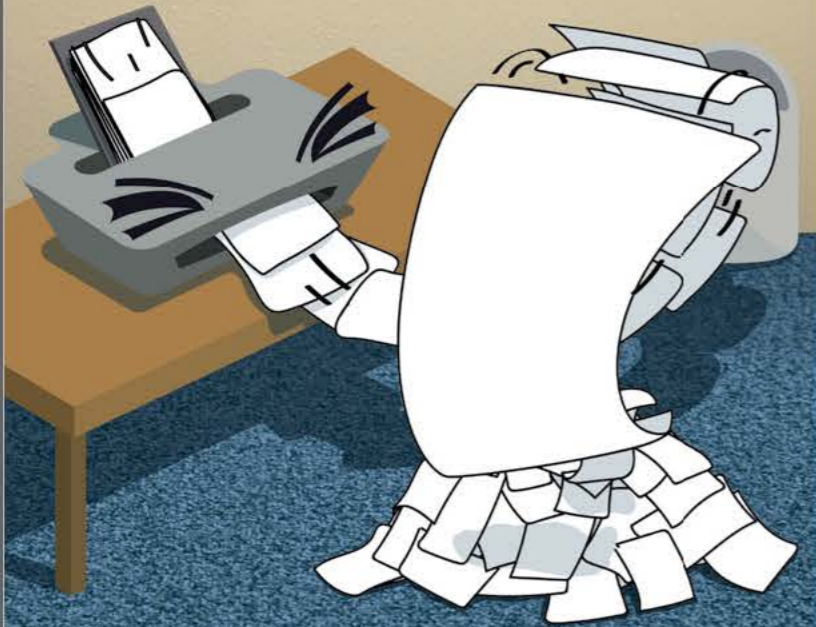
The **printer** spits out a **pile** of paper.

Rr



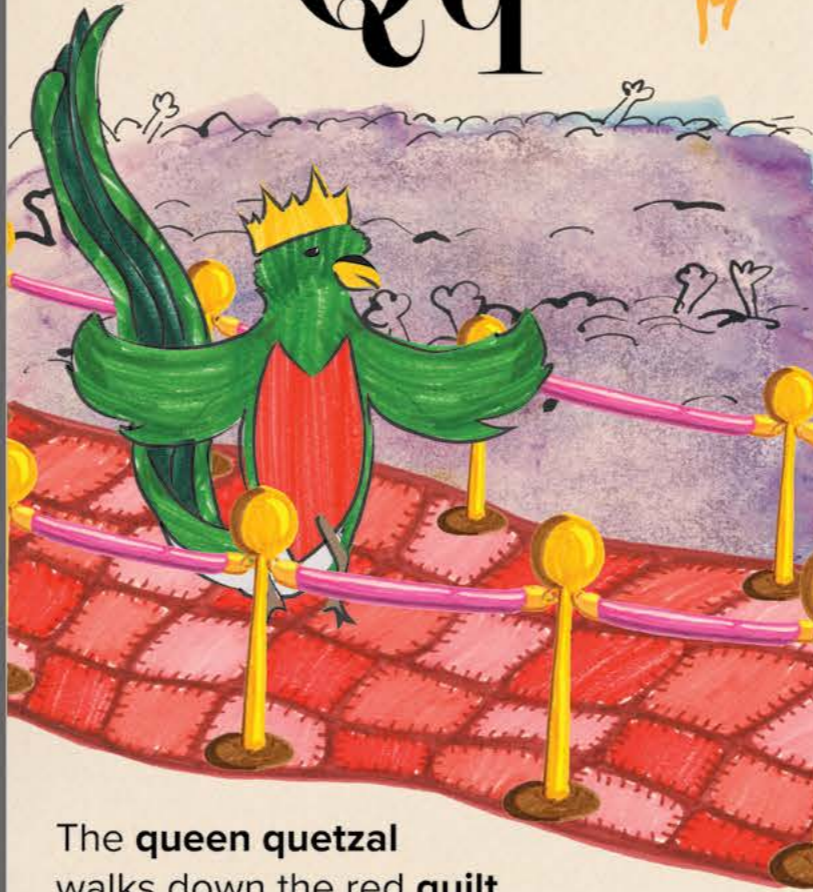
Rocket races around the **red planet**.

Pp



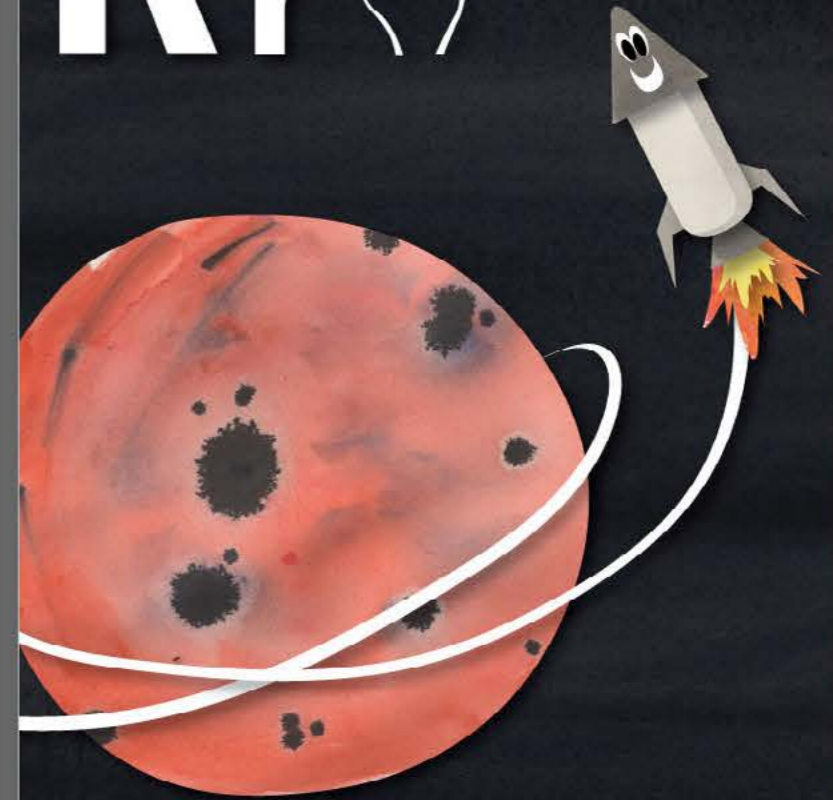
The **printer** spits out a **pile** of **paper**.

Qq



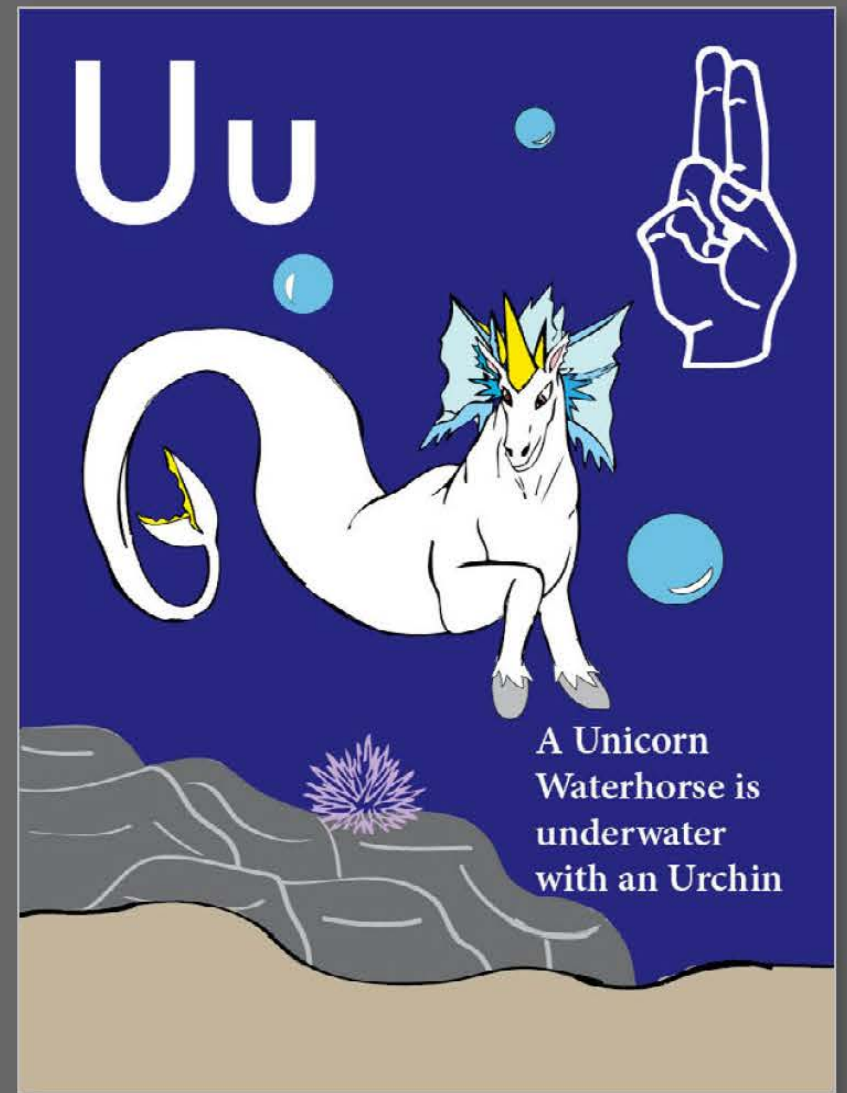
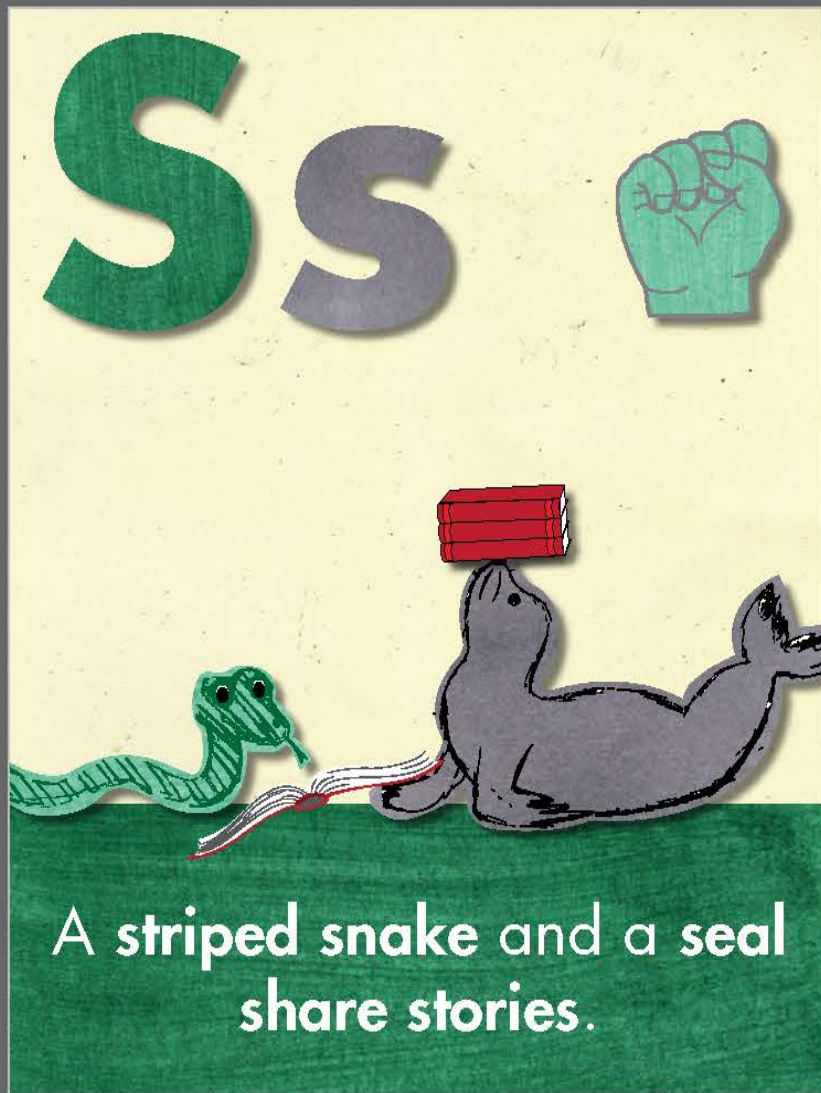
The **queen quetzal** walks down the red **quilt**.

Rr

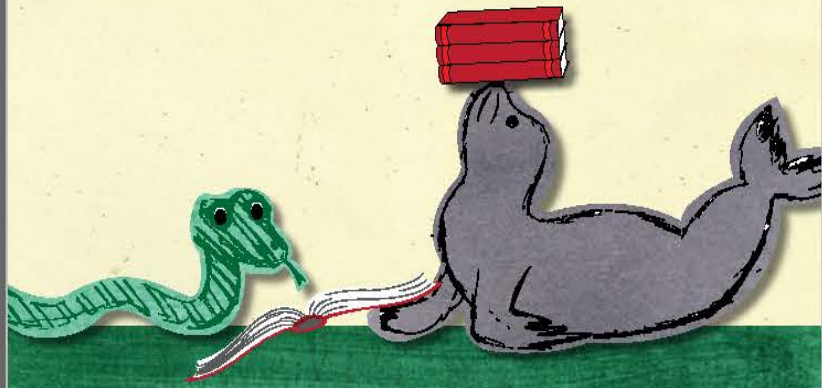


Rocket races around the **red planet**.



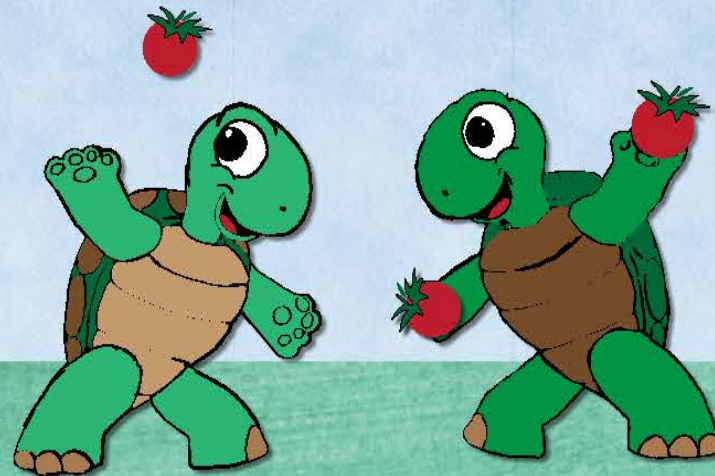


Ss



A striped snake and a seal
share stories.

Tt



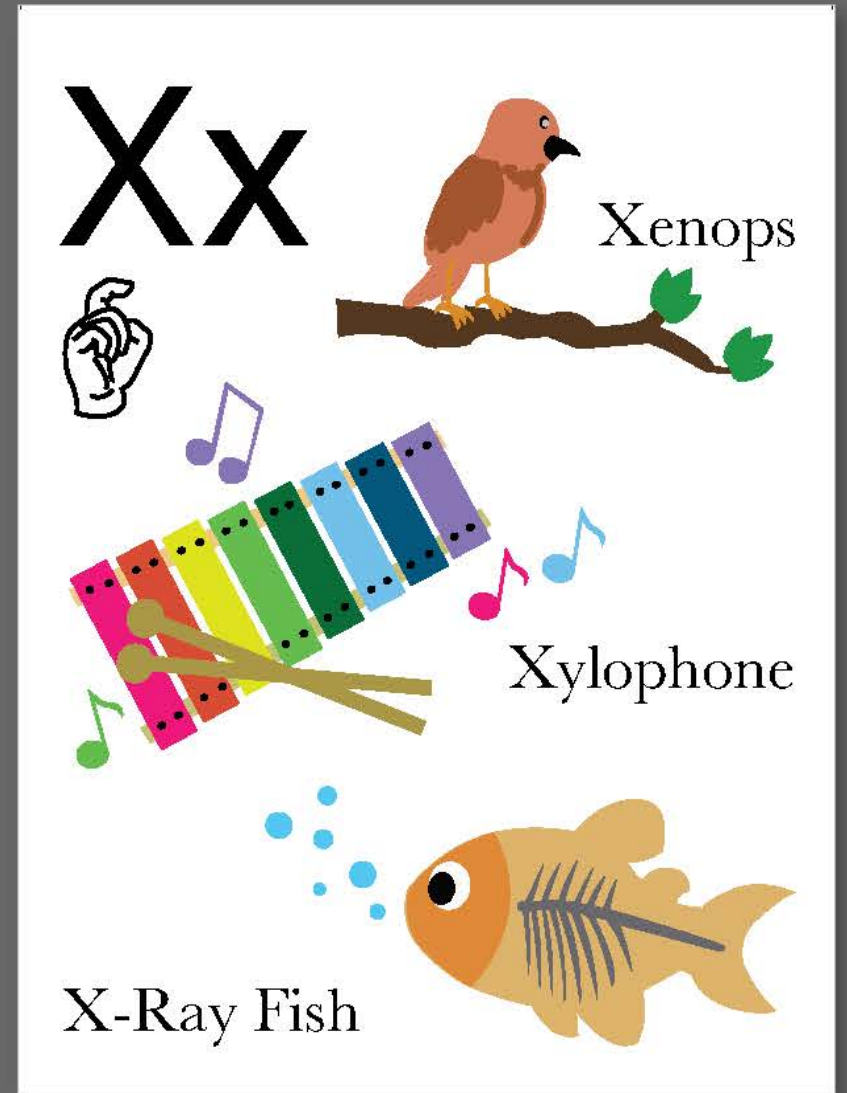
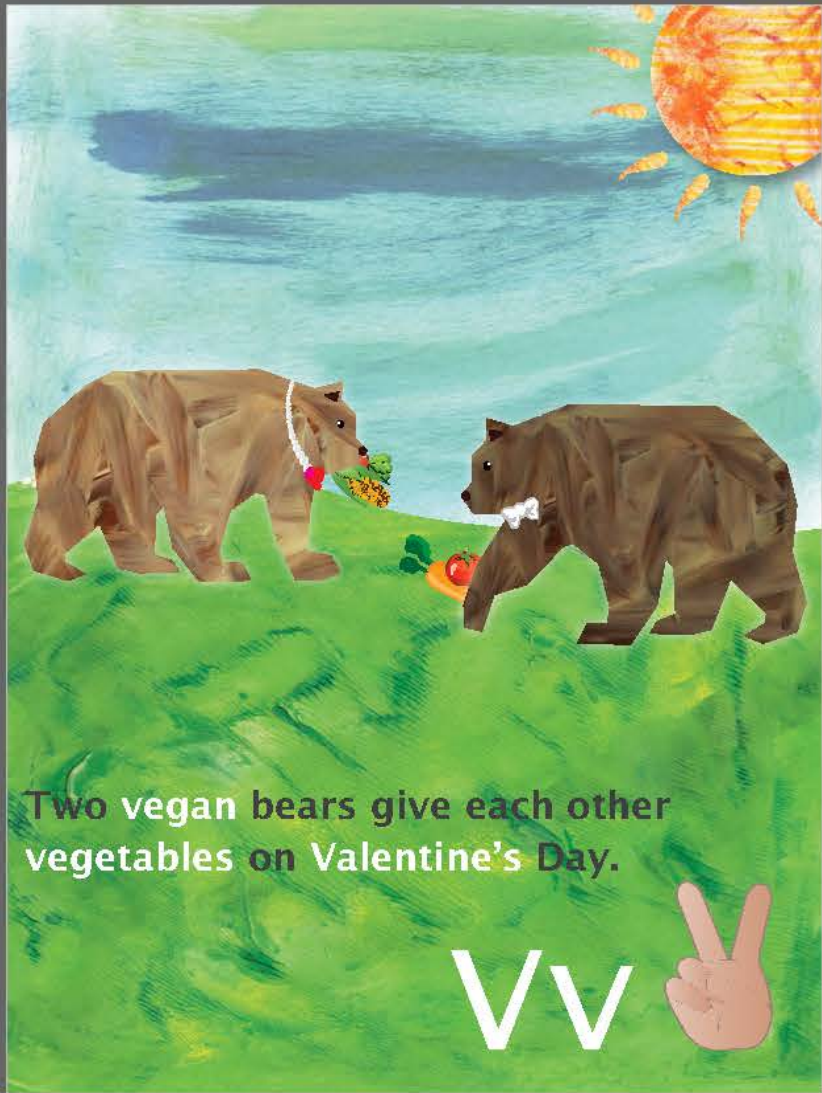
Two turtles toss tomatoes.

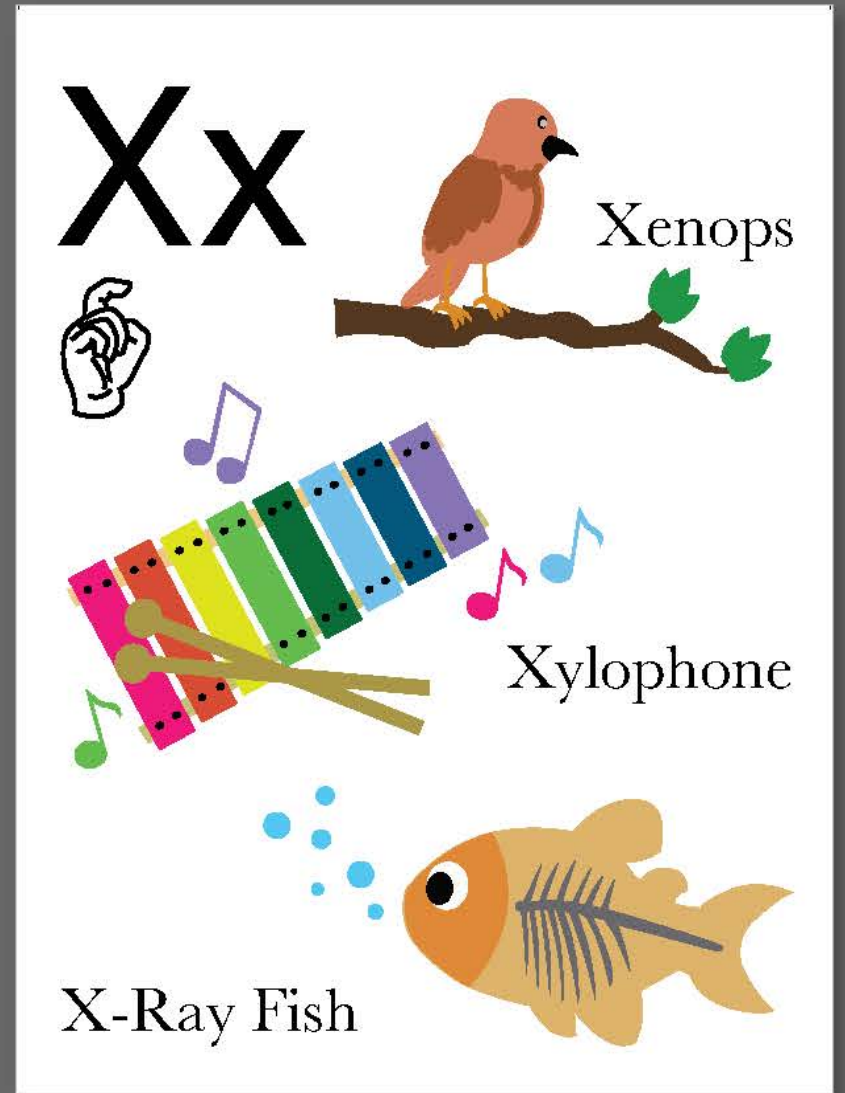
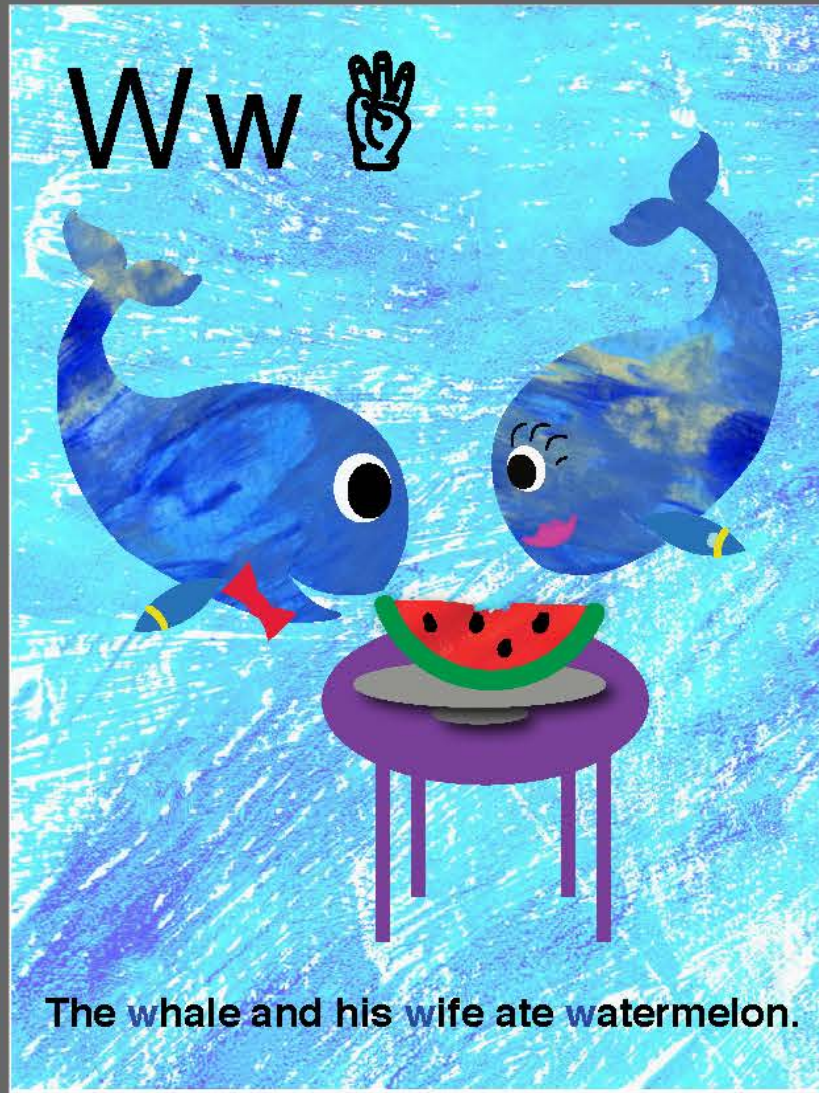
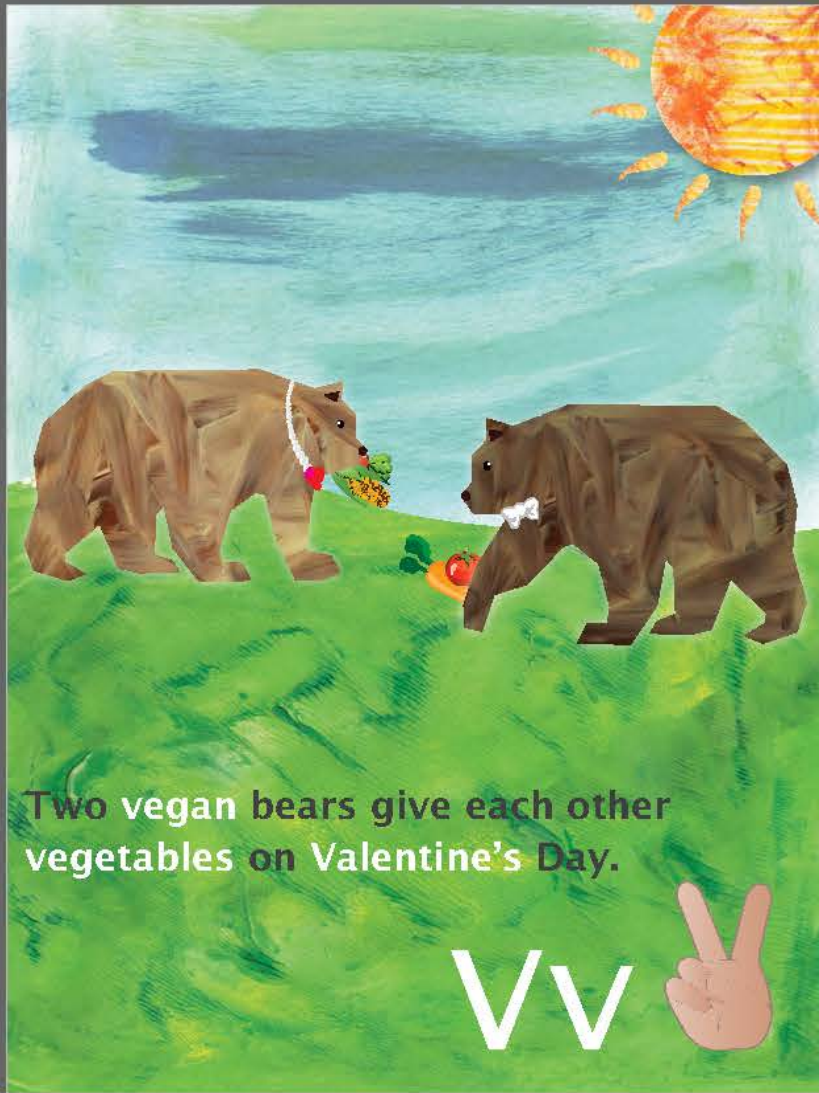
Uu



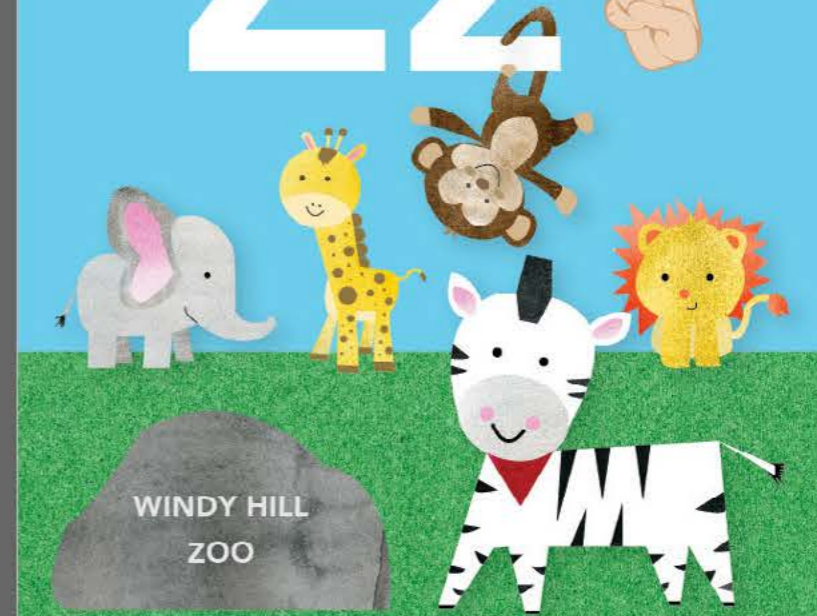
A Unicorn
Waterhorse is
underwater
with an Urchin



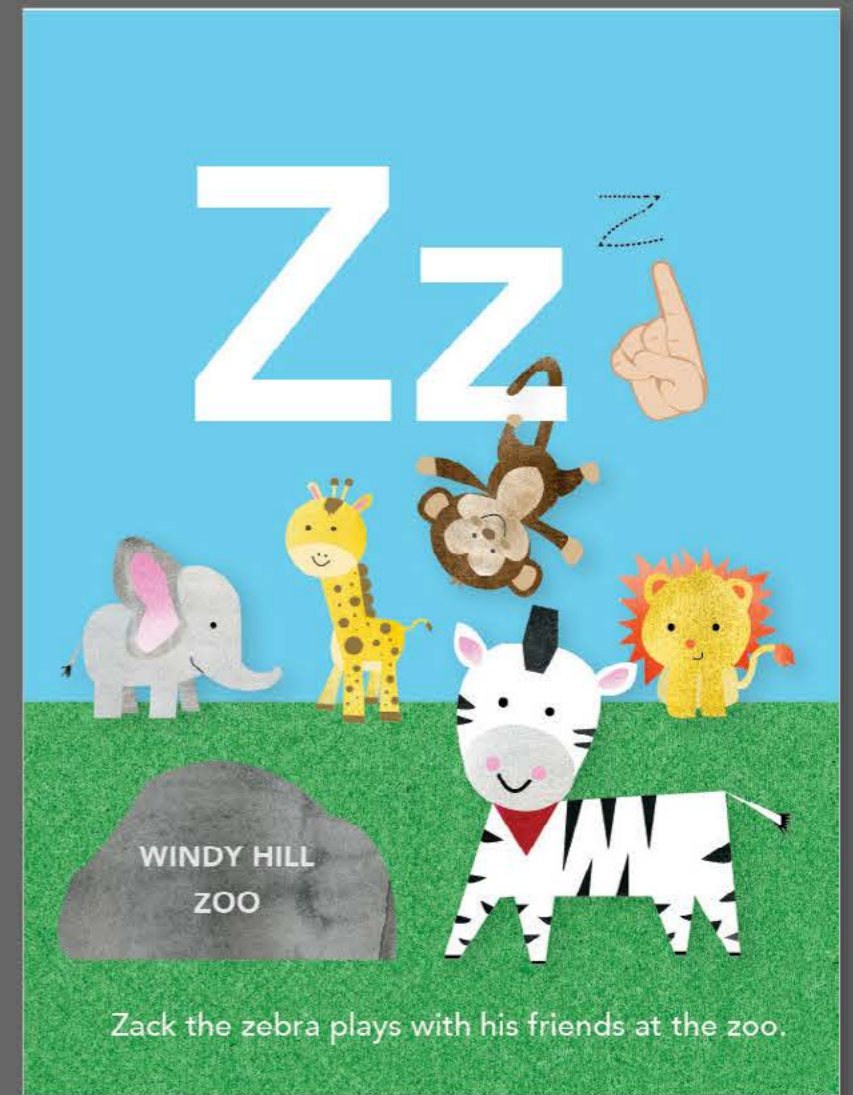
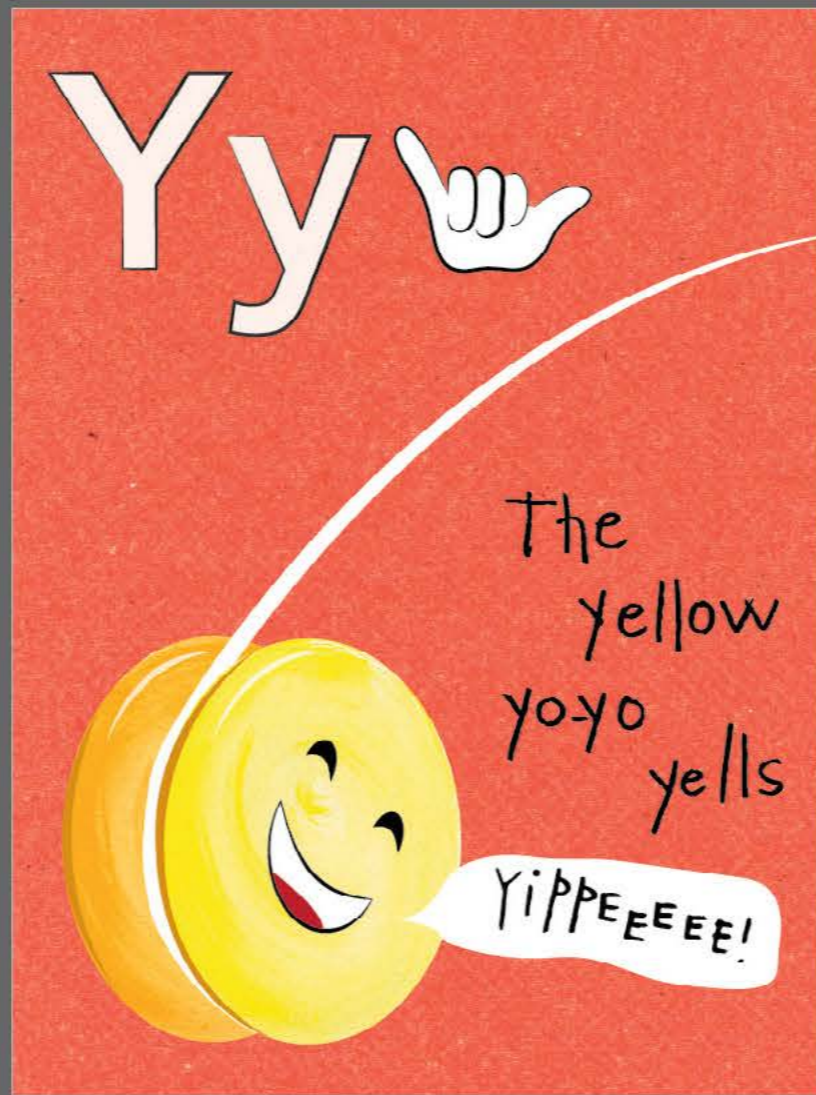




Zz z



Zack the zebra plays with his friends at the zoo.







PROJECTS

magazine covers

📌 context = **editorial**

PROJECTS

magazine covers

- 📌 context = **editorial**
- 📌 create 2 distinct versions for same cover story:
1 **self-generated**, 1 with permissible **appropriation**

PROJECTS

magazine covers

- 📌 context = **editorial**
- 📌 create 2 distinct versions for same cover story:
 - 1 **self-generated**, 1 with permissible **appropriation**
- 📌 design within magazine format

PROJECTS

magazine covers

MAY 30, 2016

TIME



Battle of the Bathrooms

Why the fight for transgender rights has moved into the most intimate of public spaces

MAY 30, 2016

TIME



Battle of the Bathrooms

Why the fight for transgender rights has moved into the most intimate of public spaces

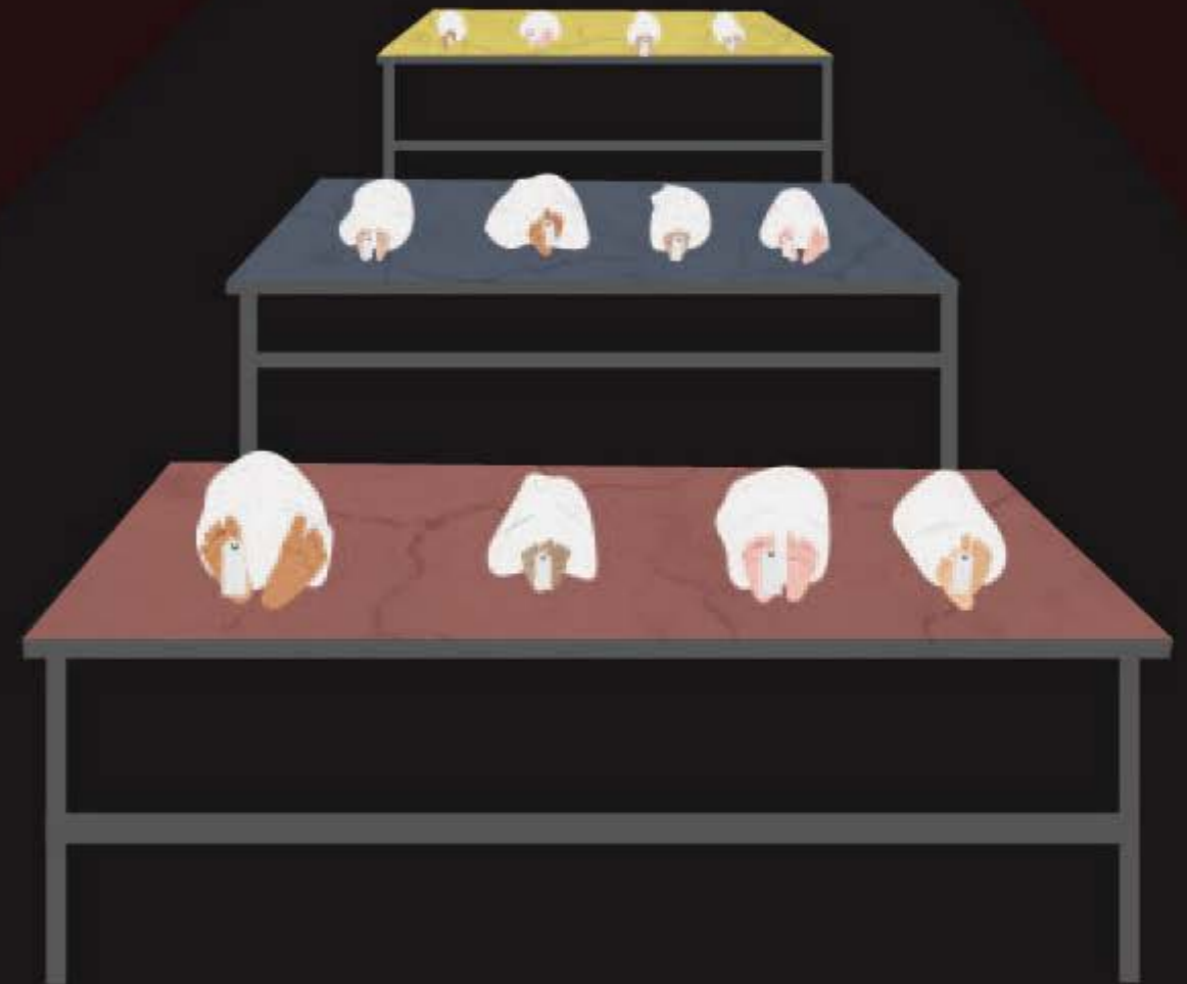
The New York Times Magazine

MAY 2016



The New York Times Magazine

MAY 2016



July 9, 2012

TIME

Nightmare Scenario



July 9, 2012

TIME

Nightmare Scenario



PROJECTS

postage stamps

📌 context = **promotional / pictorial**

PROJECTS

postage stamps

- 📌 context = **promotional / pictorial**
- 📌 adhere to USPS subject standards

PROJECTS

postage stamps

- 📌 context = **promotional / pictorial**
- 📌 adhere to USPS subject standards
- 📌 design set of 4

PROJECTS

postage stamps





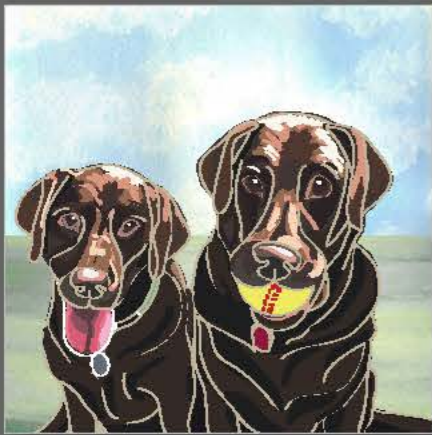
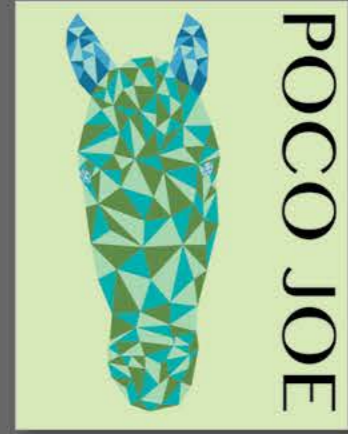
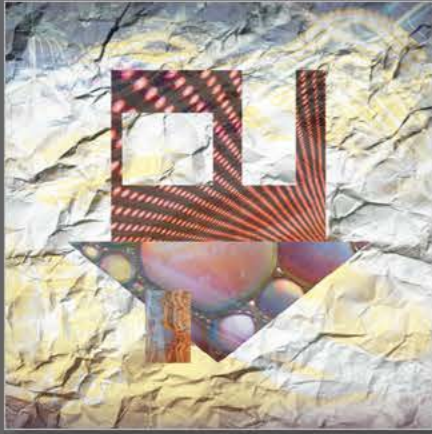
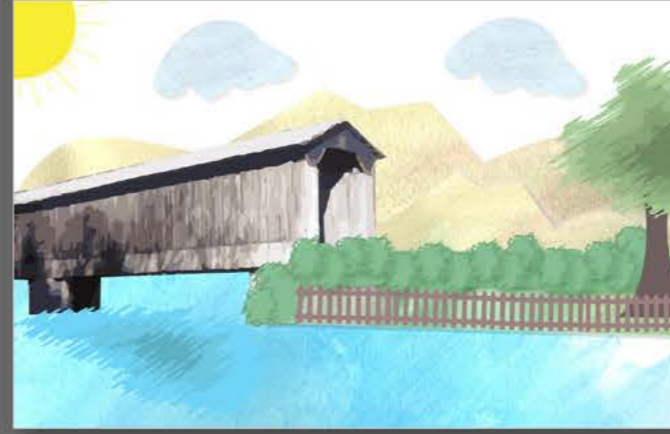
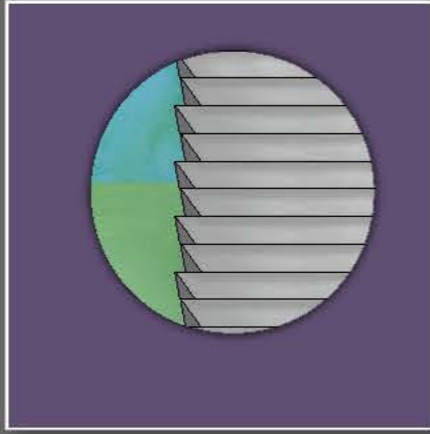




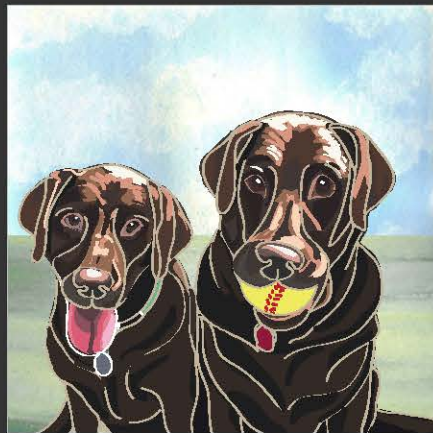
EVALUATION

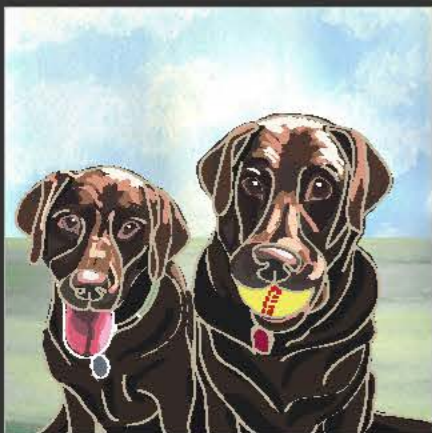
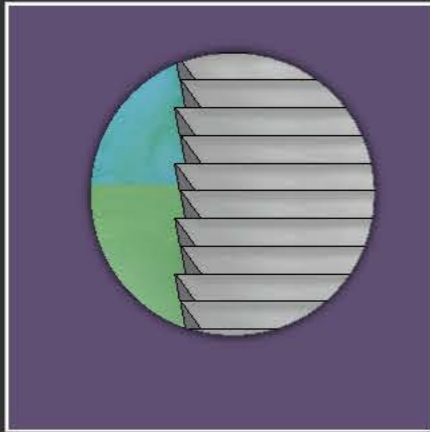
pre- / post-assessment



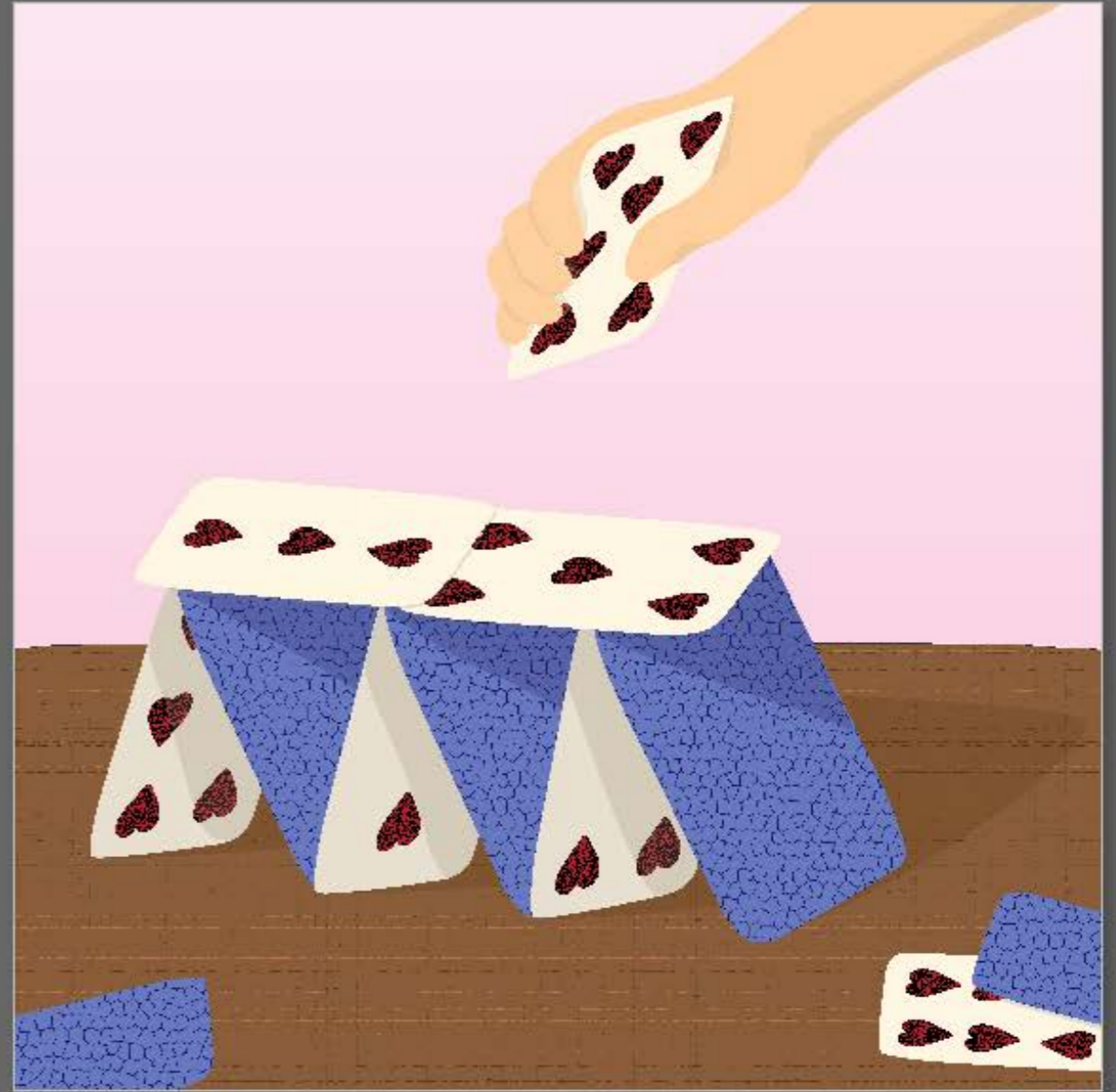




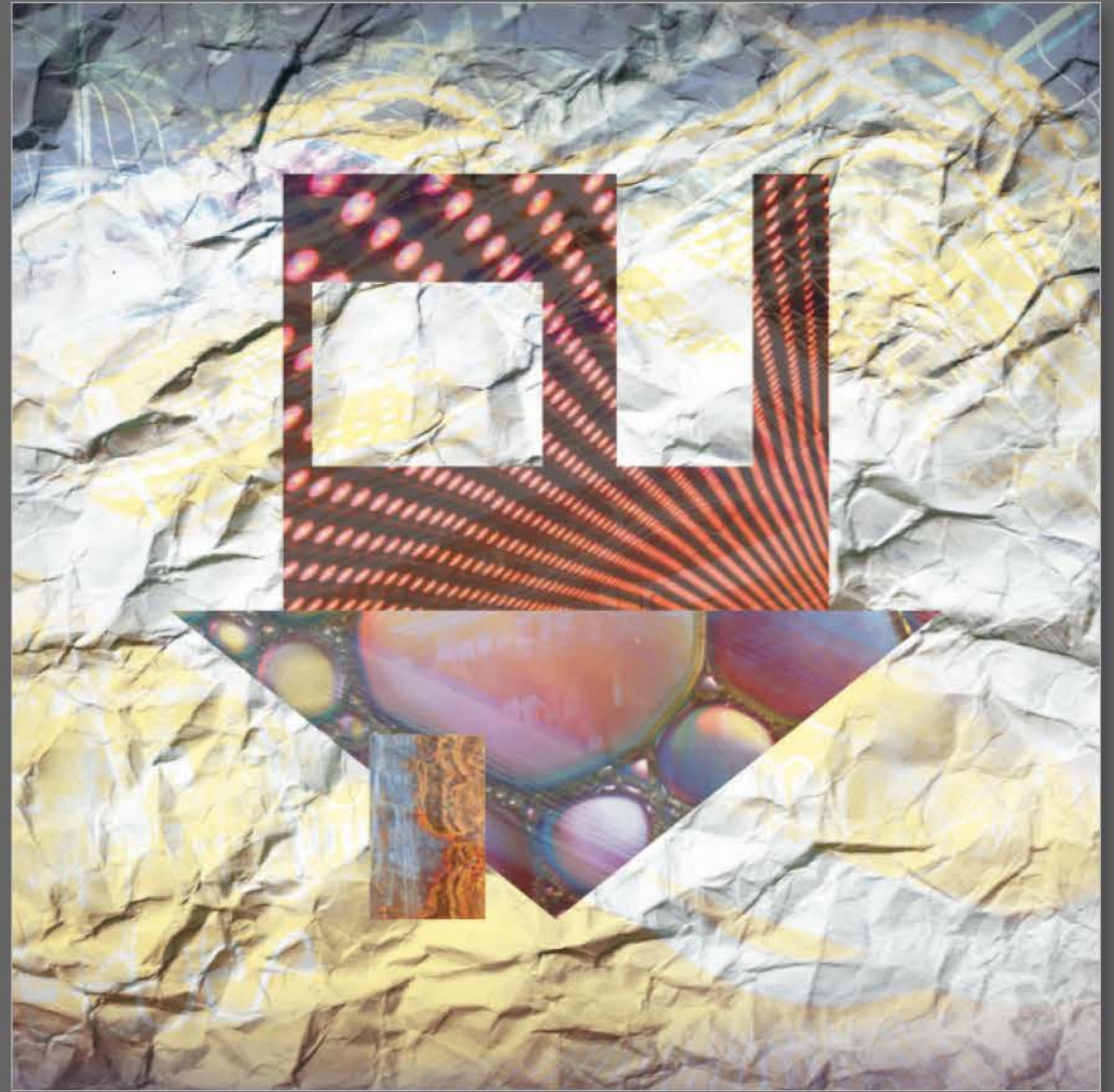
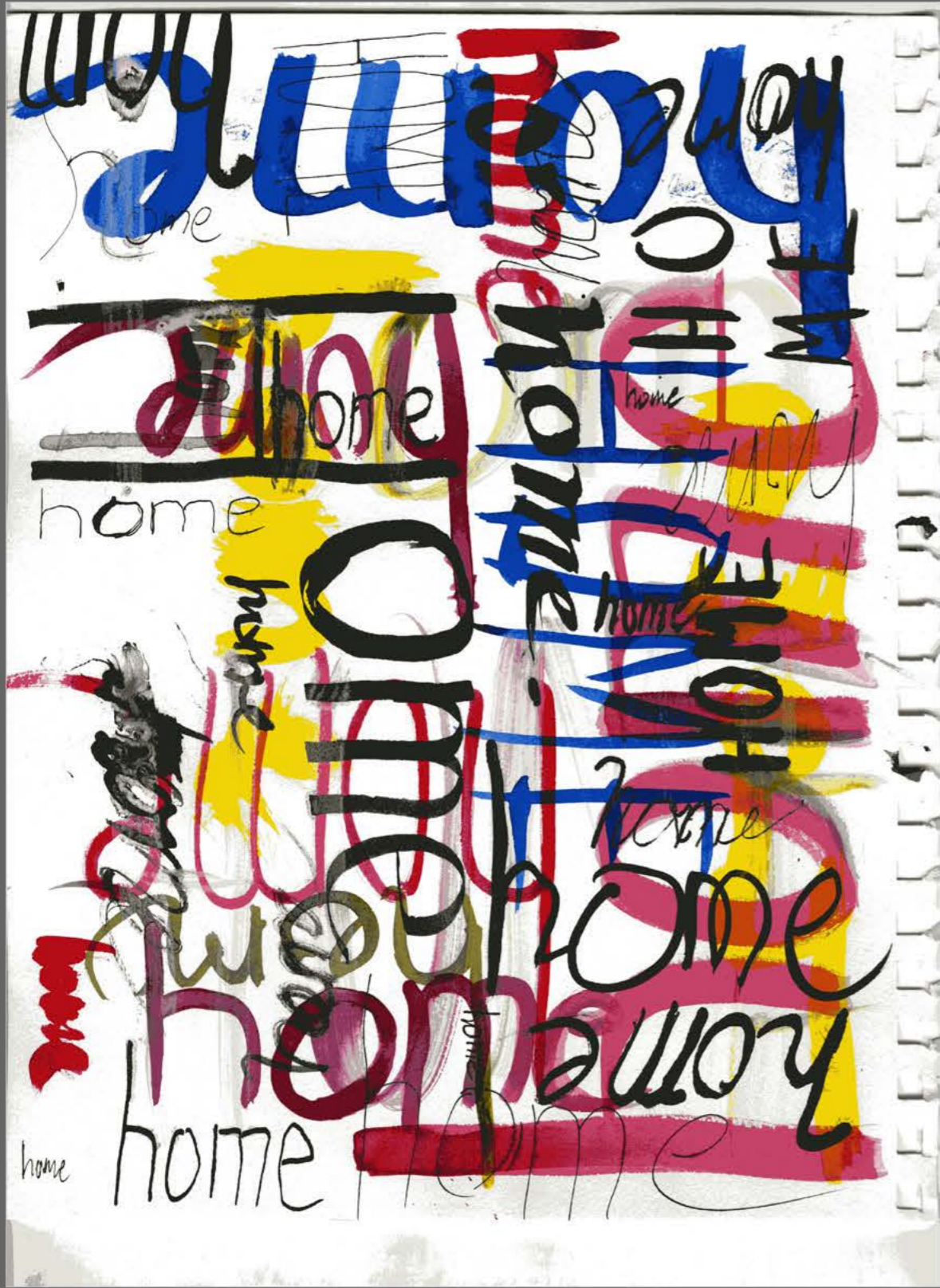


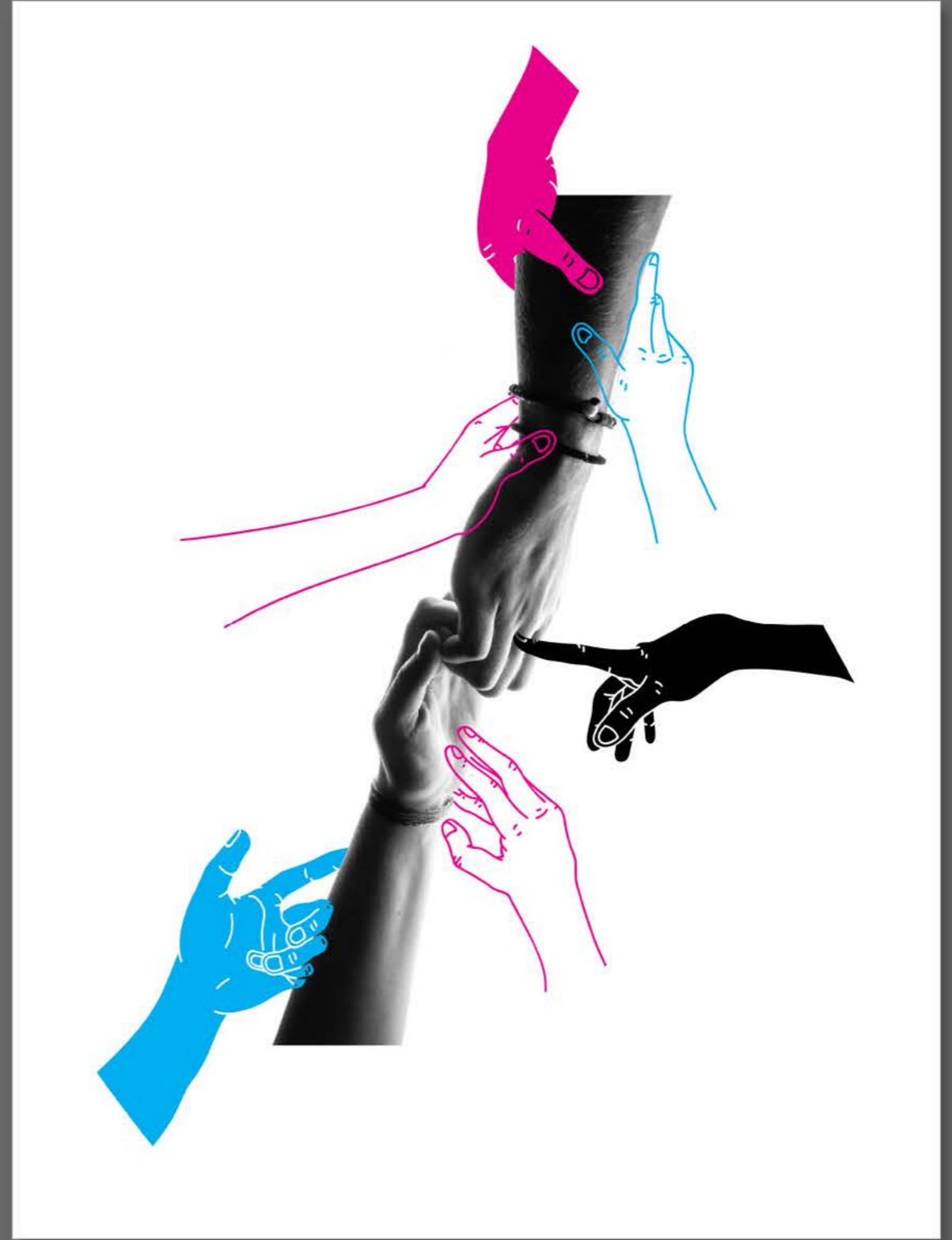












EVALUATION

final reflection

WHAT HAVE YOU GAINED, LEARNED, OR REALIZED FROM THIS COURSE?

“I learned that **adding just a little bit of texture** can really make the difference in a piece instead of just using all vector images.”

“I learned that it’s **fun to step outside my comfort zone...** Also, **the swatches library was SO HELPFUL.** I will continue to create swatches for it even out of this class.”

“I realized that **I actually like to digitally illustrate!** I always thought illustrators were good on pen and paper but that’s not always the case.” I do hope to continue to work on my handmade skills though and definitely incorporating more of those elements in my digital pieces.”

“I have had a lot of fun **combining handmade materials and my digital skills** together for this course. I learned even more to step out of my comfort zone and how to use handmade materials effectively.”

EVALUATION

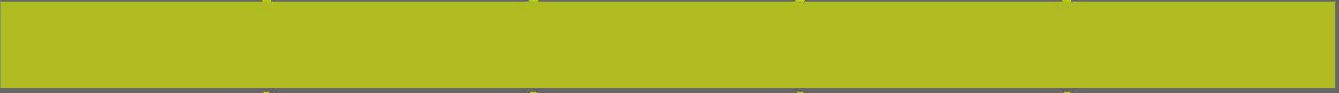
final evaluations

0 1 2 3 4 5

STUDENT / FACULTY INTERACTIONS



COURSE SYLLABUS + OUTCOMES



ACTIVITIES + ASSESSMENTS



INSTRUCTOR'S ORGANIZATION + CLARITY



STUDENT EFFORT + INVOLVEMENT



0 1 2 3 4 5

STUDENT / FACULTY INTERACTIONS



COURSE SYLLABUS + OUTCOMES



ACTIVITIES + ASSESSMENTS



INSTRUCTOR'S ORGANIZATION + CLARITY



STUDENT EFFORT + INVOLVEMENT



0 1 2 3 4 5

STUDENT / FACULTY INTERACTIONS



COURSE SYLLABUS + OUTCOMES



ACTIVITIES + ASSESSMENTS



INSTRUCTOR'S ORGANIZATION + CLARITY



STUDENT EFFORT + INVOLVEMENT



IS THERE ANYTHING ELSE THAT YOU WOULD LIKE
TO SHARE WITH US ABOUT THIS COURSE?

IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO SHARE WITH US ABOUT THIS COURSE?

“This was an **excellent course**, if difficult given my timeframe. I would **highly recommend** a similar class or set of class materials be offered in the future.”

“This special topics class was **one of my favorites!** I loved each project, and I would **definitely recommend** to other students even outside of graphic design and studio art majors.”

“I know that this is a specialty class but **it should DEFINITELY be offered again.** I think **it should be required for studio art majors** as well as designers because it was really helpful for me to take”

thank you.