

DNMADE

specialisation in *graphic design*

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Field of study

**DESIGN AND COMMUNICATION STRATEGY**

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**Foreword** The DNMADE specialisation in Graphic Design is a 3-year, full-time course. The holder of the DNMADE Graphic Design is a graphic design professional. As a designer, they follow every stage of a project, from conception to completion. The course offers 3 different fields of study:

- Graphic designer,
- Design and communication strategy,
- Typographic designer.

Whatever the field of study chosen, which will eventually lead to specialisation, students will develop their conceptual ability to process and construct visual messages, taking into account the rhetoric of the image and the culture of the audience for which they are intended. These courses involve reflection on the creation, dissemination and perception of images, and question the nature and challenges of the messages to be transmitted and translated graphically. With an open and contemporary vision of graphic design, the fields of study in this specialisation train innovative designers to meet the challenges facing our society today.

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**DESIGN AND COMMUNICATION** Number of students: 15

**STRATEGY field of study**

This field of study focuses on the strategic approach to designing communication campaigns and visual identities. The aim is to analyse a brief, identify a problem and build a strategy that will enable an advertiser to meet its audience through a creative concept that can convey a clear message. The creative idea is embodied in meaningful visuals (logo, iconography and art direction) and editorial elements (taglines, signatures) and is adapted to the specific media used. An important part of creative process is to study the context and behaviour of the audience in order to identify the obstacles and levers that the communication needs to take into account. Depending on demand, the visual identity or campaign can take the form of posters, press advertisements, packaging, flyers, video spots, digital media and brand activations. The advertiser may be a brand, an institution, an association or a company in any sector of activity. There are many ways of expressing oneself - graphic design, typography, photography, etc. - and students are encouraged to be creative. Some courses take place with other students from the Graphic Design specialisation, mainly those on the Graphic Designer field of study.

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# FIRST YEAR (S1-S2)

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## Field of study **DESIGN AND STRATEGY COMMUNICATION**

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### **Overview of the first year**

During the 1<sup>st</sup> year, students follow year, a common core of fundamental courses. In particular, they will address the notions of degree iconicity, denotation/connotation, signifier/signified, sender/receiver, specifications, etc., using open-ended methods such as typography, image, sign, text/image ratio and page layout. The supports and media may be diverse, ranging from 2D to 3D, from still to moving images, from paper to screen, from plan to space. The aim of this common foundation is to federate and highlight the links and shared cultures which, over and above the field of study specialisations over the two years, are essential for students' future professional lives.

**micro-projects** Micro-projects are offered to students. Whether fictional or commissioned, they punctuate the second half of the first semester. The aim is to discover and appropriate graphic design methodologies, from survey to the brief from exploration and research to the development of an idea, from artistic direction to the production of arguments, from the presentation of ideas to their finalised realisation. The micro-projects continue in the second semester.

**internship** The of a two-week work placement is to discover a sector of graphic design.

**review interview** An interview between the student and the teaching staff takes place at the end of the first semester. The student presents number of pieces of work orally, giving rise to a discussion and a personalised assessment.

**events** The Estienne school offers many events in which students can participate, such as the Estiennes, the Open House, Presse-Citron, and the Printemps de la Typographie.

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**specialisation GRAPHICS**


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**field of study COMMUNICATION DESIGN AND STRATEGY**


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**teaching field** UNIT 1 / UNIT 5 GENERIC LESSONS

**teaching component** EC 1.1 / EC 5.1 HUMANITIES - PHILOSOPHY

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**teaching objectives**  
to

To introduce students to philosophical questioning applied to aesthetics and the human sciences. Show how this approach guides and enriches the designer's work.

**target skills**

- the ability to develop a coherent, reasoned approach to a problem.
- the ability to read and analyse a text, identifying the conceptual issues involved.
- develop a critical mind by raising awareness of the assumptions and implications of the different types discourse that can be held on a subject.
- provide the fundamental elements of a theoretical culture in aesthetics and the humanities.

**training methods  
(teaching methods and  
resources used)**

General theme: "THE IMAGE  
A designer produces images in a world that is already saturated with them. What is at stake? What is the nature and function of images? The aim of this course is to explore the use and being of images, using texts from philosophy and the human sciences, as well as classical and contemporary works of art (applied and non-applied).  
Suggested bibliography :  
- Jean Baudrillard, *La société de consommation*, Paris, Gallimard, coll. "Folio-essai", 1970.  
- Robert Bresson, *Notes sur le cinématographe*, Paris, Gallimard, "Folio" series, 1975.  
- Georges Didi-Huberman, *Devant l'image*, Minuit, 1980.  
- Marc Jimenez, *Qu'est-ce que l'esthétique*, Gallimard, coll. "Folio-essai", 1997.  
- Gotthold Lessing, *Laocoon*, Paris, Klincksieck, coll. "L'esprit et les formes", 2011.  
- Plato, *The Republic*, Book X.

**assessment**

The assessments consist of questioning a subject by linking a theoretical text and an image in a short but structured form.

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**field of study COMMUNICATION DESIGN AND STRATEGY**

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**teaching field** UNIT 1 / UNIT 5 GENERIC LESSONS

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**teaching component** EC 1.1 / EC 5.1 HUMANITIES

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**teaching objectives**

The objectives in S1 and S2 are to take into account the diversity of the profiles received.

- Mastery of the common tools of analysis enabling acquisition of a literary culture (cross-knowledge of periods and genres; identification of registers; notions of linguistics).
- Exploration of written and oral expression techniques - Development analytical and summarising skills
- Openness to a variety of cultures (traditional culture - known as "repertoire" - and contemporary creation)

**target skills**

- Know how to mobilise fundamental cultural references
- Express themselves with rigour and precision, both orally and in writing
- Identify and analyse various resources related to a research topic
- Synthesise information effectively
- Defend a point of view in a reasoned manner

**training methods  
(teaching methods and  
resources used)**

The sequential organisation of the year combines a project-based approach - which is also used in more specific courses - with an autonomous progression linked to the objectives set by the reference framework for the teaching of the Humanities.

**assessment methods**

Writing workshops; reading reports, exhibitions and conferences; writing reviews and notes intent; compiling research applications.

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**teaching field**                      UNIT 1 / UNIT 5 GENERIC LESSONS**teaching component**                      **EC 1.2 / EC 5.2 ARTS, DESIGN AND CULTURE  
TECHNIQUES**

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**teaching objectives**

- Building a common foundation of knowledge and milestones of major chronological landmarks ;
- acquisition a methodology for works of art and documentary research.

**target skills**

- How to analyse an image ;
- use the right vocabulary ;
- Find your bearings in the history of art and design ;
- relate a work to its historical, technical and social context ;
- keep up to date with the latest artistic developments;
- be able to report on its cultural watch.

**training methods  
(teaching methods and  
resources used)**

- Lectures supported by slide shows;
- tutorials (alone or in groups, oral or written) ;
- exhibition visits.

**assessment procedures**

- Thematic application;
- analysis of works ;
- comparative analyses ;
- knowledge assessment ;
- exposed ;
- exhibition booklet.

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**field of study COMMUNICATION DESIGN AND STRATEGY**

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**teaching field** UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 2.1 / EC 6.1 TOOLS FOR EXPRESSION AND**  
**COMMUNICATION** **CREATIVE EXPLORATION**

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**teaching objectives** Acquire the fundamentals necessary for all forms of visual creations. Define a singular approach and a personal style and posture through the means and media of expression and creative exploration.**target skills**

- Experiment with different tools in their physical, analogue and digital dimensions;
- develop a critical sense and an argumentative approach ;
- to adapt its modes and codes of representation to suit a particular purpose ;
- be curious and mobile.

**training methods**  
**(teaching methods and**  
**resources used)**

- An introduction drawing, colour and volume;
- sharpen perception and observation of sensitive realities (line, shape, colour, matter, space, movement, etc.);
- practise drawing by observing live models and the environment;
- explore the different ways of depicting reality through knowledge of the different drawing practices in past and contemporary culture;
- to enable students develop their sensitivity, mastery of graphic and plastic media and personal writing skills in line with their creative thinking;
- to give students the means to argue their case through objective analysis, and an active visual culture with references for their productions.

**assessment** Notes intent and oral presentation of work.

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**teaching field** UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING**teaching component** EC 2.2 / EC 6.2 TECHNOLOGIES AND MATERIALS

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**teaching objectives**

- Discover the expressive and structural possibilities of the materials used in the field of graphic design and animation;
- develop a reasoned creative approach through representations in volume;
- become familiar with analogue and digital manufacturing technologies.

**target skills**

- Experiment with notions of matter, texture and light;
- move from a codified two-dimensional representation to a three-dimensional representation ;
- design and make scale models to synthetically represent a space or a product;
- acquire basic skills in using digital manufacturing tools (3D modelling and printing, vector graphics and laser cutting).

**training methods  
(teaching methods and  
resources used)**

- In the form of hands-on workshop;
- cross-disciplinary group projects in conjunction with other disciplines;
- Classes based on demonstrations and the pooling of student experiments.

**assessment procedures**

- Several assessments during the semester;
- graphic application, model, oral presentation.



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**teaching field**   UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING**teaching component**   **EC 2.3 / EC 6.3 DIGITAL TOOLS AND LANGUAGES**

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**teaching objectives**

- Introduction digital creation software
- Exploring technological potential and developing a practical and critical relationship with digital technology.

**targeted skills**

Acquisition of practical skills in the field of digital tools and programming languages (to be deleted).

**training methods  
(teaching methods and  
resources used)**

In form of practical exercises, mini-projects or cross-disciplinary projects (in conjunction with other courses), the year unfolds as follows:

- preamble to the digital image
- introduction to software image retouching, vector image creation and page layout,
- understanding how the different tools complement each other.

**assessment  
procedures**

- written self-assessment by students ;
- normative evaluation of each exercise.

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**teaching field**   UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING

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**teaching component**   **EC 2.4 / EC 6.4 MODERN LANGUAGES - ENGLISH**

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<b>teaching objectives</b>	Consolidation and development of English language skills training students to communicate both personally and professionally.
<b>targeted skills</b>	Development of language skills (production oral and written comprehension) acquisition of a lexicon specific to the course and a culture international art and design. The aim is to achieve level B2 of the Common European Framework of Reference for Languages in terms of language skills and to enable students to communicate independently.
<b>training methods (teaching methods and resources used)</b>	The teaching of English will be based on authentic audio/audiovisual and written resources, the section's teaching projects and the work done in other subjects, and will take account current events, particularly cultural events.
<b>assessment</b>	Assessment of language skills continuous.

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**teaching field**      UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING**teaching component**      **EC 2.5 / E 6.5 ECONOMIC AND SOCIAL CONTEXTS  
LEGAL**

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**teaching objectives**      Understand and use economic knowledge,  
legal, social, tax and management issues in order to find  
their bearings in the professional environment of the field  
of study.**targeted skills**      Understand and memorise knowledge  
economic, legal, social, tax and management issues, order  
to understand the professional environment of the field of  
study.**training methods  
(teaching methods and  
resources used)**      Whole class work (lessons); resource sheets available via  
Pronote.**assessment**      Written assessments during the semester.  
The assessments will contribute to the validation of the  
following skills: C5.1, C5.2, C5.3, C5.4

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**teaching field**   UNIT 3 / UNIT 7 PRACTICAL AND  
PROFESSIONAL TEACHING

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**teaching component**   **EC 3.1 / EC 7.1 TECHNIQUES AND SKILLS**

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**teaching objectives**

- Become familiar with textual and iconographic material: learn to look at letters and images, make choices, manipulate, make and create;
- Acquire the keys to an initial mastery of form and content.

**target skills**

- Experiment with different analogue and/or digital tools and techniques;
- explore various hypotheses ;
- show the progress of your research and explain your creative intentions;
- acquire the basic vocabulary specific to the discipline.

**training methods  
(teaching methods and  
resources used)**

A series of exercises exploring different approaches. The teaching method used will be interactive, based on dialogue and exchange, encouraging the sharing of ideas and knowledge, as well as the transfer of skills. Regular theoretical contributions (analyses and references) will enrich the course.

**assessment methods**

Several assessments during the semester, application graphics and/or oral presentation.

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**teaching field** UNIT 3 / UNIT 7 PRACTICAL AND PROFESSIONAL TEACHING

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**teaching component** EC 3.2 / EC 7.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT

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**teaching objectives** The aim of this course is to help students discover and then master the different phases of a creative project in the fields of cultural or corporate graphics publishing or message design.**targeted skills** aim is to be able to :

- understand the specifications of a communications and the issues involved,
- explore and experiment with tools and methods for creating,
- create a shape that meets the needs identified.
- ensure that its ideas are publicised and argued. (= to be deleted)

**training methods (teaching methods and resources used)** Throughout the first year, students tackle the fundamentals of graphic design (the degree iconicity, denotation/connotation, signifier/meaning, the notions of sender/receiver, target, specifications, etc.) using open-ended methods (the image, the graphic sign, typography, the text/image relationship and page layout, message design, etc.). This first year also provides an opportunity to become familiar with the different means of representation. Individual work will be sandwiched between periods of group work (in pairs or in groups), encouraging exchanges between students. Written/graphic presentations will be sandwiched with oral presentations.**assessment methods** Several assessments during the semester, application graphic and/or oral presentation.

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**teaching field**                      UNIT 3 / UNIT 7 PRACTICAL AND  
PROFESSIONAL TEACHING**teaching component**            **EC 3.3 / EC 7.3 COMMUNICATION AND MEDIATION OF  
THE  
PROJECT**

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**teaching objectives**  
familiar with

The aim of this course is to help students to become  
the different ways of communicating your intentions in a  
way that is both personal and appropriate.

**target skills**

aim is to be able to provide media coverage and  
argue their ideas through sketches, analytical diagrams,  
digital mock-ups, notes of intent, etc.

**training methods  
(teaching methods and  
resources used)  
assessment methods**

The requests are linked to the various subjects covered  
the Project Practice and Implementation course.

Several assessments during the semester, application  
graphic and/or oral presentation.

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**teaching field**                      UNIT 4 / UNIT 8 PROFESSIONALISATION**teaching component**            **EC 4 / EC 8 FIELD OF STUDY AND FURTHER STUDY**

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**teaching objectives**

- Exploring possible professions in the field of graphic design;
- support students in their search for a work placement ;
- promote and optimise resources both internally and externally (library, exhibitions, magazines, websites, etc.);
- learn how to publicise your work.

**target skills**

- Promoting your work and skills;
- enter into dialogue and justify their choices ;
- use specific vocabulary, especially for oral presentations: in class or when looking for a work placement.

**training methods  
(teaching methods and  
resources used)**

Work and discussion meetings, meetings with partners, visits, surveys and observations related to the course: discovering documentation centres, presenting work, speaking, writing a covering letter, formatting a CV, writing an internship report, etc.

**assessment**

Normative assessment of oral or written presentations, and and autonomy, assessments and advice.

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# DNMADE GENERAL SKILLS CATALOGUE

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## C1 Use digital reference tools

- Use the reference digital tools and IT security rules to acquire, process, produce and distribute information and to collaborate internally and externally.

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## C2 Express oneself and communicate orally and in writing in at least one foreign language.

- Use the different registers of written and spoken French with ease.
- Communicate orally and in writing, clearly and unambiguously, in at least one modern foreign language.

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## C3 Positioning relation to a professional field [competence assessed by the undergraduate dissertation jury in S5].

- Identify resources and apply research tools and methods specific to the professional field in question
- Experiment with creative tools and plastic and conceptual research to structure the stages of a project and their interactions
- Characterise and promote your identity, skills and career plan.

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## C4 Use data analysis purposes

- Identify, select and analyse critically a variety of resources in their specialist field
- Gathering resources to document a subject and synthesising this data with a view to using it.
- Analyse and summarise data with a view to their use
- Developing a critical argument

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## C5 Act as a professional in the field of [the relevant specialisation].

- Situate your role and mission within an organisation so that can adapt and take the initiative
- Respect the principles of ethics, professional conduct and environmental responsibility
- Identify and situate the professional fields potentially related to the knowledge acquired in the specialisation as well as the possible fields of study for accessing them
- Take account of the economic environment professional activity and understand entrepreneurial approaches.

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## C6 Carry out professional monitoring activities in design and craft trades

- Identify the challenges facing the sector and its professions in the light of current developments and prospects, as part of a forward-looking approach.
- Find out about workshop practices and emerging productions, whether or not they combine digital technology and CAD/CAM.

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## C7 Use different information and communication techniques in design and craftwork

- Develop your own mediation and communication resources, methods and tools
- Ensuring that knowledge and skills are in line with changes and needs in the business.

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## C8 Cooperating and working as part of a team

- Maintain links and dialogue within the teams, with project partners and associated experts
- Sharing knowledge a team and a network of multidisciplinary professionals
- To take responsibility for the project, taking into account the tools and methods of design, creation and production.

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## C9 Develop a personal strategy for the graphic design professions

- Demonstrate personal writing and experimental practice: the plastic, sensory, graphic, volumetric, technological, structural and meaningful dimensions of the image and its components.
- Formalise your experience and make it visible to enhance your personal identity:



- in the conception and management of graphic design projects
- in project management and the production a graphic design product
- Evaluating and challenging yourself to learn:
  - Mastery of the tools, protocols and techniques of graphic design and communication.
  - Developing a professional culture of graphic design and communication (photographic, literary, typographic, artistic and visual arts, etc.)

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### **C10 Develop and implement creative and research tools relating to graphic design**

- Define a collaborative approach with all the players involved: customer, specifier, author, technician, printer, subcontractors, technical directors, marketing directors, distributors and, depending on the scale of the project, sociologist, semiologist, philosopher, etc.
- Suggest creative and forward-looking directions in the field of graphic design
- Experiment with different areas hypothesis, taking into account the formal aspect (plastic, sensorial, graphic or volumetric, technological), the structural aspect (linguistic incentives, text/image dialectic, graphic compositions and typographic rules, etc.), the rhetoric and semiology of the image, etc.
- Check the technical, economic and legal feasibility of producing and publishing the graphic design project, based on the initial request, and order.
- Ensure that deadlines are met and that technical and artistic controls are carried out in accordance with the rules of the trade
- Research visuals, images, messages and communication strategies; argue their creative choices using appropriate 2D and/or 3D and/or video and/or interactive media.
- Use innovative or traditional materials, techniques and technologies to design and produce all or part of a graphic design project, whether in message design, identity design or publishing design (script, storyboard, messages, visual identity, typography, logotype, layouts, posters, flyers, packaging, graphic charters, packaging, information graphics, interface design, service design, signage, editorial design, press applications, etc.).

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### **C11 Design, manage and supervise a graphic design project [skill assessed by the diploma project jury in S6].**

- Understand the characteristic elements of a graphic design product project through drawings, models and samples, taking into account the stages of production and manufacture.
  - Prototype or produce all or part of the project using digital CAD and DTP tools
  - Establish principles for developing the graphic design project according to explicit criteria
  - Demonstrate that the graphic design project is in line with the initial brief and its general economics
  - Plan and manage the various stages a project right through to delivery and approval, taking into account the production and broadcasting environment and sustainable development practices.
  - Encourage dialogue within teams and with project partners and associated experts: customers, specifiers, authors, technicians, printers, subcontractors, technical directors, marketing directors, distributors, service providers and, depending on the size of the project, sociologists, semiologists, philosophers, etc.
-