

DNMADE

specialisation in *graphic design*

Field of study

GRAPHIC DESIGNER

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.

Regardless of 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.

DESIGNER field of study Number of students: 15
GRAPHICS

This field of study covers the design of visual identities, posters, publications and signage. Based on a fictitious or real brief (order), students are tasked with creating graphic signs (logotypes, pictograms), images (photos, illustrations, animation) and graphic compositions (layouts, typography) that convey meaning. The projects undertaken allow students to question the creative process in graphic design, such as the production and manufacture of various media (posters, leaflets, books, graphic charters), mainly in the cultural field (museums, institutions, publishing houses, associations). Students on this field of study have an open, cultured and creative mind, as well as an interest in printed media and the manipulation of different graphic media (drawing, collage, photography, video, etc.) The modes of expression are many - graphic design, typography, photography, etc. - and require students to deploy their creativity. Some courses take place with other students from the Graphic Design specialisation, mainly those on the Communication Design and Strategy field of study.

SECOND YEAR (S3-S4)

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Overview of the second year are

The 3rd and 4th semesters, of in-depth study and specialisation in the field of graphic design. Students choose one or more creative fields: message design, publishing design and graphic design. The Communication Design and Strategy field of study will lead to a process of reflection and creation, linked to brand and identity strategy, products, ranges, multi-media communication and advertising campaigns, viral and street campaigns, etc. As an extension of the first year, cross-disciplinarity is at the heart of the various courses: generic, cross-disciplinary, practical and professional courses.

the project In semesters 3 and 4, students are offered micro-projects, either fictitious or commissioned. The aim is to deepen the design process in graphic design, from the 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 research to its finalisation. Students will be required to draw up specifications, a programme and a creative strategy, and to manage an entire project from conception to production.

review interview An interview between the student and the teaching staff takes place at the end of each semester. The student a number of pieces of work orally, leading to a discussion and a personalised assessment. This helps the student to refine his or her career plan in line with the skills and uniqueness developed in the various productions presented.

work placement At the end of the fourth semester, a work placement (between 12 and 16 weeks) is planned in order to put into practice what has been learnt during the course and to help students decide on their degree project.

diploma project The fourth semester is devoted to the student to define the context, issues and field application of their diploma project.

specialisation GRAPHICS

field of study GRAPHIC DESIGNER

teaching field

UNIT 9 / UNIT 13 GENERIC LESSONS

teaching component**EC 9.1 / EC 13.1 HUMANITIES - PHILOSOPHY**

teaching objectives

To learn how to use theoretical reflections to inform the designer's questioning of social and ethical issues, and of the very content of his or her work.

targeted skills

Develop the ability to formulate questions and present it clearly and coherently. Enrich your theoretical knowledge.

Know how to find useful bibliographical references on a specific subject.

Acquire a method analysis and a technical language that will prepare you for the task of writing an article.

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

- Reading fundamental texts in the history of aesthetics
- Writing : introduction to writing a theoretical article
- Conferences

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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teaching field UNIT 9 / UNIT 13 GENERIC LESSONS

teaching component EC 9.1 / EC 13.1 HUMANITIES

teaching objectives
following objectives

The teaching of Humanities in S3 and S4 meets the

the need to enrich the acquisition, initiated in S1 and S2, of fundamental cultural references and methods. It also aims to prepare students to prepare and write different types of reports and, more generally, to work on communication skills. This synthesis methodology is designed to prepare students for S5 and S6.

- Improving mastery of the common tools of literary analysis- Documentary research methodology
- Techniques of analysis and synthesis based on a variety of cultural resources - Conceptualisation and structuring skills
- Skills of conceptualisation and structuring of thought- Consolidation of a plural culture (traditional, repertory and contemporary)

targeted skills
culture.

Be able to draw on and exploit a varied and varied literary

common analysis tools

- Express themselves with rigour and precision, both orally and in writing. Learn how to sort, select and prioritise information as part of a documentary search.
- Develop their ability to analyse and summarise-
- Argue effectively to defend a point of view and support a demonstration.

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 of intent; compiling annotated bibliographies and research applications.

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teaching field UNIT 9 / UNIT 13 GENERIC LESSONS**teaching component** **EC 9.2 / EC 13.2 ARTS, DESIGN AND CULTURE TECHNIQUES**

teaching objectives

- Acquire fundamental chronological references in the history of graphic design and photography.
- Develop its openness to contemporary creation.
- Comparing works from different contexts but linked by a common theme or issue.

target skills

- Find your bearings in the history of graphic design and photography.
- Raise issues around a work, a theme or an exhibition.
- Report on its cultural watch.
- Relate a creation to its historical, artistic, technical and social context.

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

- Lectures (with slide shows).
- Tutorials (alone or in groups, oral or written).
- Debates.

assessment methods

Continuous assessment.

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teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component
COMMUNICATION** **EC 10.1 / EC 14.1 TOOLS FOR EXPRESSION AND
CREATIVE EXPLORATION**

teaching objectives

Relationships between media, practices and productions and associated with the creative workshop. Exploit and optimise the fundamentals necessary for all forms of visual creation. Asserting a singular approach and a personal style and posture through the means and media of expression and creative exploration. Projects can be combined with the creative workshop.

target skills

- Use different tools in their physical, analogue and digital dimensions.
- Adapting representation methods and codes to suit the project.
- Develop a critical sense and referenced arguments.
- Be curious and mobile.

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

- Optimising the use of expression .
- Introducing students to creative writing
- Analysing and appropriating the observation of sensitive realities to approach the fields of storytelling: illustration, video/sound.
- Take charge of the notion of message and communication of achievements.
- To provide students with the tools they need to present their projects orally.

assessment procedures

Notes intent and oral presentation a reflection and the production process.

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teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 10.2 / EC 14.2 TECHNOLOGIES AND MATERIALS**

teaching objectives Investigation of technological processes related to the field printing: the different media and production methods used in industry and crafts. Specific technological monitoring of innovations in the field of printing and reproduction, as well as in communication and information technologies.**target skills**

- Understanding technical and technological processes ;
- choose production methods according to the nature of the project ;
- design a production based on the possibilities and constraints offered by the various techniques and production media;
- acquire a specific technical vocabulary.

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

The courses taught encourage experimentation, design and the making of forms by focusing students attention on contemporary technologies and traditional and industrial materials, and how they relate to traditional gestures and techniques.

In the form of workshops encouraging manipulation and cross-disciplinary projects involving other disciplines.

assessment methods

Several assessments during the semester.

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teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 10.3 / EC 14.3 TOOLS AND LANGUAGES
DIGITAL**

teaching objectives

- More in-depth knowledge of DTP software
- Exploring technological potential and developing a practical and critical relationship with digital technology.

By the end of semester 4, students will be able to identify and master at least the digital tools and languages most relevant to their projects and relating to their specific field of and core business. They will have acquired the autonomy required for the work placement period.

targeted skills

Perfecting practical skills in the field of digital tools.

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

Practical exercises, mini-projects or cross-disciplinary projects in the form of workshops linked to courses in project practice and implementation, techniques and know-how, humanities and economic and legal contexts.

assessment

Normative assessment of projects.

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teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 10.4 / EC 14.4 MODERN LANGUAGES - ENGLISH**

teaching objectives	Written and oral practice of the language in relation to the professional field. Support in preparing application tools for abroad (CV, portfolio, job interviews). Start preparatory work for certification in English.
targeted skills	Autonomous communication skills. Ability to present, communicate and promote their project. Use of appropriate specific vocabulary. The target level is B2 of the Common European Framework of Reference for Languages in the language skills (oral comprehension, written comprehension, oral production and written production).
training methods (teaching methods and resources used)	The teaching of English will be based on authentic audiovisual resources, the section's teaching projects and the work done other subjects, and will take account of current events, particularly cultural events.
assessment	Assessment of language skills continuous.

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teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 10.5 / E 14.5 ECONOMIC AND SOCIAL CONTEXTS
LEGAL**

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	Deepening and applying knowledge economic, legal, social, tax and management skills in context of a management application (1st part: choice of a creation, estimate, justification and coherence) applied to the training context.
training methods (teaching methods and resources used) assessment	Class work (lessons) and independent work (management application), with resource sheets available via Pronote. Written assessments during the semester. first part of the management application. The various assessments will contribute to the validation of the following skills: C5.1, C5.2, C5.3, C5.4

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teaching field UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS**teaching component** **EC 11.1 / EC 15.1 TECHNIQUES AND SKILLS**

teaching objectives To deepen the know-how specific to the field of graphic design. Typography and the issues surrounding its use in graphic communication from a cultural and technical point of view. The image and its importance in communication: notions of signs, elements of visual semiotics, elements media semiotics.**targeted skills** Make choices according to the field of application and the nature of the projects. Experiment, manipulate and master the fundamental components of graphic design to convey a message.**training methods
(teaching methods and
resources used)** Projects and exercises exploring specific aspects the graphic design process.**assessment methods** Several assessments during the semester. Application graphic and/or oral presentation.

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teaching field UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS**teaching component** **EC 11.2 / EC 15.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT**

teaching objectives
development of

The aim of this course is deepen the design and carrying out a creative project in the fields cultural or corporate graphics and publishing.

targeted skills

aim is to be able to :

- analyse the challenges of a project,
- use graphic culture to enrich their thinking and creative process,
- master the tools and methods needed to create,
- respond to specifications with appropriate communication ,
- define a variety of formal and semantic approaches in line with the specifications,
- ensure that its ideas are publicised and argued.

training methods (teaching methods and resources used)

Throughout semesters 3 and 4, students put into practice the conceptual and plastic tools of graphic design using open-ended methods (the image, the graphic sign, typography, the text/image relationship and page layout, etc.). Theoretical input on these different points. Work is carried out individually or in groups. The teaching method is based on dialogue and exchange, encouraging the sharing of ideas and knowledge, as well as the transfer of skills.

assessment methods

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

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teaching field UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS**teaching component** **EC 11.3 / EC 15.3 COMMUNICATION AND MEDIATION OF THE PROJECT**

teaching objectives To develop mastery of the means of presenting a project in the field of graphic design.**targeted skills** Be able to communicate your ideas in a way that graphically than in writing or orally.**training methods (teaching methods and resources used)** Design of illustrations, applications or oral presentations, in conjunction with the vocational courses.**assessment methods** Several assessments during the semester.
Graphic application and/or oral presentation.

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teaching field UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS**teaching component** **EC 11.4 / EC 15.4 RESEARCH APPROACH IN LINK WITH THE PROJECT APPROACH**

teaching objectives

- To enable students to locate and identify the the research process, the bias, the reflective approach at origin of a graphic design creation.
- Raising students' awareness of the university research process.
- Raising students' awareness of current graphic design.

target skills

- Be able identify the essential elements of the copy strategy by visualising a production from the field of graphic design.
- Be able analyse these productions using a precise and appropriate vocabulary.
- Conduct documentary research into current graphic creations based a given theme or issue.

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

- Group discussions and exchanges based on creations from different areas of graphic design (publishing, visual identity, advertising, packaging) which are shown to the students.
- Meetings with doctoral candidates or researchers to raise students' awareness of university research.

assessment methods

Continuous assessment.

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teaching field UNIT 12 / 16 PROFESSIONALISATION**teaching component** **EC 12 / EC 16 FIELD OF STUDY
PROFESSIONALISATION AND FURTHER STUDY**

teaching objectives	- Opening up to the different professional realities of the supporting students in building their professional field of study and/or continuing their studies; - supporting students in their search for work placements. ; - Support students in mastering the media coverage of their work.
targeted skills	- Promote your work and skills; - Dialogue use specific vocabulary; - report on professional experience from a critical distance.
training methods (teaching methods and resources used)	Work and discussion meetings, meetings with professionals, mock interviews, visitsgraphic intelligence, building your career plan, creating your portfolio.
assessment	Normative and formative assessment of oral or written presentations. written reports and advice.

DNMADE GENERAL SKILLS CATALOGUE

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.

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.

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.

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

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.

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.

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.

C8 Cooperating and working as part of a team

- Maintaining 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.

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.)

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.).

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 scale of the project, sociologists, semiologists, philosophers, etc.
-