COURSE CATALOGUE

DNMADE

specialisation in *graphic design*

Field of study

TYPOGRAPHIC DESIGNER

ÉCOLE ESTIENNE PARIS   HESAM UNIVERSITÉ   le cnam

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 conveyed 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 TYPOGRAPHY

Number of students: 15

This field of study offers students the opportunity to explore and appropriate the traditional and current fields, culture, know-how and practices of typographic design through experimental creative projects or commissions. Over 6 semesters, students develop specific skills in typeface design, typographic composition, corporate fonts, calligraphy, script stabilisation, page management, text and signs on paper, screen and in space.

SECOND YEAR (S3-S4)

Field of study
TYPOGRAPHIC DESIGNER

Overview of the second year study	During the 2th year of the Designer field of typography, students acquire the knowledge and skills that will underpin their field of study in their chosen speciality. Building on the common ground laid in the first year, this second year enables students to discover and explore the more specific field of study in preparation for the challenges of the third year. Although some of generic and cross-disciplinary teaching takes place with students in the digital specialisation, this second year marks their entry into the typographic design specialisation, enabling them to gain a more detailed understanding of this field and to aim for the acquisition of specific issues, approaches and practices and to build on the know-how acquired in the first year.
The letter, from layout to digitisation	Typographic typeface design explores the entire process: calligraphy, stabilisation of forms and digitisation, which, using specific digital tools, enable the first typefaces to be generated.
Micro-projects	Micro-projects, either fictitious or linked to partnerships, punctuate the year. Their aim is to tackle a variety of design approaches and to question the methodology that is specific to them. They enable students to grasp the design issues specific to this field through a cross-disciplinary project methodology involving fruitful analysis, divergent research and the need for fine-tuning. The cross-disciplinary nature of the teaching enables students to explore the visual arts, technical knowledge and specific know-how.
Mediation and didactics	Throughout the year, students are required to use a mediation and didactic approach (summary exercises, project presentations, interaction with partners and Days). This field teaches them to become reflective practitioners, preparing them to adapt to a sustainable and constantly evolving professional future, as well as to the pursuit of higher education.
Research approach	Work, study days and meetings with Researchers take part in workshops throughout the year to link thinking with doing, and to nurture the skill of reflexivity through theoretical contributions complement students' practice. In particular, the school

of the Estiennales and Printemps de la Typographie, contributes to this dimension by enabling students to discover and link practical and theoretical knowledge in a multi-referential approach.

The work placement   The aim of the 12 to 16 week work placement is to immerse students in the graphic design or typography sectors. This experience enables them to compare what they have learnt in their initial training with the realities of the workplace and to verify their perceptions of the profession, thus directly benefiting their diploma project and their plans to continue studies or professional career. This in-company training period is the subject of an experience report.

Oral assessment An interview in which all the work done in each semester is presented enables the students and the teaching staff to take stock of the past year.

LEG   The school's Laboratoire d'Expérimentation Graphique (Graphic Experimentation Laboratory) offers a workshop where you can discover the traditional and traditional techniques of type composition (lead and wood) and printing (letterpress and linocut).

specialisation	**GRAPHICS**

field of study	**TYPOGRAPHIC 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.
target skills	• Develop the ability to formulate relevant questions and present them clearly and coherently. • Enrich your theoretical knowledge. • Know how to find useful bibliographical references on a specific subject. • Acquire a method of analysis and a technical language that will prepare you for the task of writing an article.
training methods (teaching methods and resources used)	The year is divided into several sequences. Each deals with a specific subject (for example "image and sound"), "This allows the introduction of research tools that will enable students, alone or in groups, to construct a singular thought while respecting precise criteria of justification. This allows the introduction of research tools that will enable students, on their own or in groups, to construct a singular thought while respecting precise justification criteria.
assessment procedures	Oral and written presentation of the approach and results reflection.

specialisation	**GRAPHICS**

field of study	**TYPOGRAPHIC DESIGNER**

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

teaching objectives	To provide an historical overview of the data involved in the social, technical, commercial and artistic contexts involved in the design of a typeface or script, in order to address the subject of the specialism at the heart of the relationship between art, craft and industry. Describe, comment on and question a typographic document.
targeted skills of the	Be familiar with the major stages and issues in the history typography, its techniques, its trade and its media. Analysing typography and writing as material witnesses of a social, technical (craft and industrial) and commercial history, as well as a history ideas and forms.
training methods (teaching methods and resources used)	A lecture supported by a large number of documents, both projected and real, allowing students to observe, manipulate, touch and question.
assessment methods	S1 An annotated historical bibliography about a theme involving typography. S2 A referenced piece of writing of 4 to 8 pages a real document from the typographic heritage kept in the school library.

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field of study	**TYPOGRAPHIC DESIGNER**
teaching field	UNIT 9 / UNIT 13 GENERIC LESSONS
teaching component	**EC 9.2 / EC 13.2 ARTS, DESIGN AND CULTURE TECHNIQUES / SEMIOLOGY OF IMAGES AND TYPOGRAPHY**
teaching objectives	aim is to experiment with a variety of specific ways of Semiological questioning aimed at putting the productions of art and typographic design into perspective over time. By configuring them, we will become aware of the conditions for producing effects of meaning from precise and delimited objects drawn from the field of art and typographic design.
targeted skills	Be able to grasp and question specific objects. Put into practice the production meaningful effects from objects defined according to precise angles of attack and following differentiated and identified criteria. Be aware of the polysemous potential of these objects depending on the angle of attack envisaged and the criteria selected.
training methods (teaching methods and resources used)	As a class. Interactive discourse. Graphic recording.
assessment	In written form, based objects not yet studied. Graphic recording'.

specialisation	**GRAPHICS**

field of study	**TYPOGRAPHIC DESIGNER**

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	-To define a singular approach as well a style of writing and a personal approach through the means and media of expression and creative exploration: drawing, plastic expression, geometry, perspective, volume, colour, light, sound, materials, media.
targeted skills opening up the	-Observing, experimenting, translating, expressing, practising drawing, working towards a personal style of writing. Experiment plastic language: graphics, colour, volume. -Opening up to other media: photography, video, IT, etc.
training methods (teaching methods and resources used)	Sequences of around 2 to 5 sessions, based around phases of analysis, research, experimentation and development.
assessment methods	Observation sketchbook. Live model sessions. Plastic experimentation notebook. Research applications on a given theme. Achievements on a given theme.

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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	-to continue acquiring a vision that is still relevant today. an overview of the different materials and their constraints in the field of printing and shaping, processes and technical solutions in traditional and industrial graphic arts disciplines -acquiring the theoretical and practical knowledge needed analyse and identify technical solutions in products that have already been produced, and to apply this knowledge to projects under study -broaden students' horizons and curiosity -raise technical questions and the creative possibilities that flow from them -be able to describe and explain technical and technological processes -the ability to combine theoretical knowledge with practical application, particularly in relation to the teaching of digital tools and languages.
targeted skills	-collect, analyse and prioritise documentation -designing and implementing a survey and analysis -explore possible technical and technological solutions.
training methods (teaching methods and resources used)	Case studies, small-scale experiments -Feasibility studies between short exercises and longer projects. -Surveys and analyses -Observation of demonstrations on machines printing and shaping processes, 3D printers, cutting, ennobling) Off-site visits to traditional and industrial workshops -Meetings with equipment and materials manufacturers and suppliers
assessment procedures	• assessment of theoretical knowledge • assessment of visit and observation reports • oral and written assessment applications and case studies

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field of study	**TYPOGRAPHIC DESIGNER**

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

teaching objectives	-S3 /S4 specify the acquisition of skills in the handling software for designing and producing printed products in different contexts. An approach to the interactivity and animation of graphic objects, and the way in which these objects are conceived, will be covered. -based on an adapted pedagogical progression over the two semesters, the tool is practised using two distinct approaches: one geared towards creative experimentation and the other aimed at production efficiency and more systemic thinking. -This course can be set up in conjunction with the techno and materials courses and the project practice and implementation course, as well as the project mediation course, in order to provide complementary support and tools for implementing the objectives of these different teaching units.
targeted skills	-develop an experiment using the specific features of these tools -mastering the production of graphic objects in their digital form identifying and taking into account all related technical constraints -Produce files that can be used for collaborative work and/or for the benefit of other partners in the graphical production line.
training methods (teaching methods and resources used)	experimentation, whether or not in support of cross-functional projects -experimenting with tools -production in support of other courses -theoretical contributions complement the practical lessons
assessment	-assessment of products produced -possible assessment of applications presenting exploratory or practical approaches, in oral and/or written form

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field of study	**TYPOGRAPHIC DESIGNER**
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.

specialisation	**GRAPHICS**

field of study	**TYPOGRAPHIC DESIGNER**

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)	Class work (lessons) and independent work (management application), with resource sheets available via Pronote.
assessment	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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field of study	**TYPOGRAPHIC DESIGNER**

teaching field	UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
teaching component	**EC 11.1 / EC 15.1 TECHNIQUES AND KNOW-HOW / TYPOGRAPHIC DESIGN**

teaching objectives	• learn to develop a typographic set in relation to a calligraphic source. • Learn to observe the stylistic and formal phenomena that are essential for the creation of a typographic typeface.
target skills	• master the drawing tools. • know how to apply a work methodology specific to the development of a typographic typeface. • mastering the organisation of all signs with a view to their composition.
training methods (teaching methods and resources used)	Tutorials, exercises and experiments. Practice in typographic design using digital tools to vectorise and organise a typographic system.
assessment methods	Continuous assessment

specialisation	**GRAPHICS**

field of study	**TYPOGRAPHIC DESIGNER**

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	
	• open up to current design, graphic design and typographic issues • encourage the adoption of divergent design approaches in order to understand the drivers and challenges involved • developing group cooperation and autonomy • consolidate the project approach by strengthening understanding and ownership of it • undertake projects on a variety of scales, applications and fields in order identify and test their specific features • dealing with microtypography and macrotypography
target skills	• collect, analyse and prioritise documentation • formatting a brief • implement and strengthen a process devising divergent research hypotheses • set out and reference creative directions • take account of constraints linked to production and prototyping • structuring a graphics system • communicating and explaining your project and approach to partners
training methods (teaching methods and resources used)	Individual and team micro-projects. Partnership projects Meeting with those involved in the projects. Group and individual remediation. Transversality with other courses.
assessment	Continuous assessment of oral and written projects. the written word.

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field of study	**TYPOGRAPHIC DESIGNER**

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	• work on the argumentation and conceptualisation of a project • develop critical thinking skills by working in groups and analysing what already exists • strengthening self-assessment tools • acquire appropriate vocabulary and know how to use it in a professional context • identify the essential stages in a process • organise the different phases of work
target skills	• formulate, question and analyse an approach • write summaries and comments to accompany the research (during the project or afterwards) • regularly report on the progress of its thinking • explaining your choices • working in a group • use the most appropriate teaching and visual aids to meet the expectations of the presentation and its audience
training methods (teaching methods and resources used)	Teaching linked to project practice, micro-projects to mobilise the expectations of this C.E. Oral practice during presentations to the group Written practice for formulating analyses and hypotheses
assessment	Overall assessment (application) or individual assessment (critical reflection, short statement of intent, orals, etc.)

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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	• introduction to theoretical texts in the field and documentary research • identifying the postures of a designer • observe designers' methodologies and approaches • connecting theoretical input with know-how • explore contemporary issues in design and graphic design through case studies and analysis • refine understanding of the role of the typographic designer • nurture reflective, experimental and technical vocabulary • open up to the multi-disciplinary and cross-disciplinary nature of design • provide tools for self-assessment of work directions
target skills	• keep abreast of the latest theoretical and technical developments, which in turn feed into a process reflection and graphic production • mobilise sources and references • take a critical look at professional production • to formulate professional issues that respond to the challenges of micro-projects and to assert one's choices • transpose these observations into hypotheses for approaches to EC 15.2 micro-projects • develop assessment criteria based on the issues and needs identified in the micro-projects • engage the indispensable didactic dimension of the profession
training methods (teaching methods and resources used)	Discussions, reading, listening to podcasts, MOOCs, lectures, taking part school events (Estiennales, Printemps de la Typo, study days) and conferences.
assessment methods	graphic recording' to demonstrate understanding of the and the visual didactics necessary for its mediation

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field of study	**TYPOGRAPHIC DESIGNER**
teaching field	UNIT 12 / 16 PROFESSIONALISATION
teaching component	**EC 12 / EC 16 FIELD OF STUDY PROFESSIONALISATION AND FURTHER STUDY**

teaching objectives	-provide an overview of the professional sector -identify how a typographic designer can practise his or her speciality in different fields -encourage students to formulate their motivations -help with finding a work placement -showcase and promote your experience and projects
targeted skills the most of them	-present themselves, their work and their skills, and make skills for the search for an internship, through a paper or digital presentation (CV, covering letter, portfolio, website, etc.) -motivate interest in a professional through a fair and reasoned exploration of his or her work present and promote their immersion and experience (internship report, end-of-year report, etc.) -questioning, listening and observing to clarify their study and career plans
training methods (teaching methods and resources used)	Presentations from the teacher to the students and between the students (presentations or screenings), establishment of a research grid to support knowledge of each company and refine motivation (for the field or for the professional specifically), discussions on the professional landscape and on current design issues, sharing of information and monitoring.
assessment	Formative assessment of commitment and autonomy, assessments and advice, based interviews, discussions and documents produced.

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 control is 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.