

DNMADE

specialisation *Book*

Field of study

**BOOKBINDING - CREATION AND
HERITAGE**

Foreword The Diplôme National des Métiers d'Arts et de Design (a BA (**Hons**) in Art and Design also known as DNMADE) is a 3-year, full-time course.

The holder of the DNMADE Livre is a professional in the fields of contemporary creation working on new editorial forms in a permanent interaction between traditional techniques and the most innovative tools.

The Book specialisation offers 4 different fields of study:

- Engraving, printed images
- Images and storytelling
- Book object, editorial creation
- Bookbinding, creation and heritage

Year DN1 Creative Editorial Designer

During the 1st year of the Book Objects and Publishing Design field of study, students follow a common core of fundamental courses with those of the Bookbinding, Design and Heritage field of study. Projects and exercises are sometimes carried out as a whole class, sometimes separately.

The aim of this common foundation is to unite and highlight the links and shared cultures which, over and above the specialisations of the field of study over the next two years, are essential for students' future professional lives: editorial design and the art and craft of book form and content.

These fundamentals will be developed and enriched throughout the year.

**Bookbinding -
design and heritage field
of study**

Number of students: 15

Creative bookbinding and heritage bookbinding are inseparable. One feeds off the other, and this technical, technological and cultural confrontation gives rise to creative thinking. The final product is the fruit of a process of research and conceptualisation. The Bookbinding - Creation and Heritage field of study develops professional skills enabling students to work in various sectors of the book trade. It places the creation of bookbindings within the field of design as an art object, whether one-off or in small series. It enables students to develop practical and creative skills through constant interaction between traditional techniques and the most innovative tools for designing and creating art bindings.

SECOND YEAR (S3-S4)

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Overview of the second year

The courses in the second year are developed around four main themes:

- To train bookbinders and bookbinding designers in all sectors of the art book trade, capable of creating, adapting and producing bindings, protective covers and book decorations using appropriate techniques, machines and materials.
- Master the multiple technical skills inherent in the profession, so as to be able to quickly apply, independently, all the parameters involved designing, building and carrying out a project, either individually or as part of a group.
- Define the aesthetic and symbolic relationships linked to issues of meaning, function, cost and durability of products.
- Acquire an artistic and bibliophilic culture

Workshop

Workshops provide an opportunity to meet with professionals and are designed to encourage collaborative work and an opening up of specific, unique and innovative issues through work in mixed teams, competitions or partnerships.

Internship

The 12- to 16-week work placement is designed to immerse students in the publishing and book-related arts and crafts 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 professions, thus directly benefiting their degree project and their plans for further study or work.

Oral assessment

An interview, at which all the work done in each semester is presented, enables the students and the teaching staff to take stock of the past year. It also helps to define the student's research and project orientation in the third year.

Events

The École Estienne offers a number of events in which students can participate in various ways, including the Estiennes and open days.

LEG - Experimental Laboratory graphic

Following on from the learning and discoveries made in the first year, the second year is devoted to the creation a personal production of a small series, using the traditional techniques of the studio.

The aim of this approach is to help students take greater ownership of what they have learnt so that they can invest in their degree project.

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teaching field UNIT 9 / UNIT 13 GENERIC LESSONS**teaching component** EC 9.1 / EC 13.1 HUMANITIES - PHILOSOPHY

teaching objectives

- Reflect on a multidisciplinary aesthetic issue. Examples: Originality (2019-2020); The power of images (2020-2021)...
- Enter into the enlightening complexity of an academic discourse, with its own codes and requirements, belonging to the field of human sciences (philosophy, history of art, sociology, anthropology, semiology, etc.).
- Learn about the aims a research approach

target skills

- Ability to take precise notes (possibly scripto-visual notes)
- Summarise a complex subject - Write clearly, identifying the structuring concepts

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

- During the school year, organisation of two study days on an aesthetic (drafting of an argument and preparation of a specific bibliography). External speakers present their papers under the responsibility of the organiser.
- After each lecture, the moderator returns to the key themes or issues and engages the audience in discussion. At the end of the day, the students finalise their summary notes on the three lectures they have attended.

assessment procedures

- Continuous assessment - Summary report.

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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 need to enrich the acquisition, begun 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, in general, to work on communication. This methodology of synthesis is designed as a preparation for S5 and S6. Further mastery of the common tools of literary analysis Documentary research methodology Analysis and synthesis techniques based a variety of cultural resources The ability to conceptualise and structure thought Consolidating a multi-faceted culture (traditional, repertory and contemporary creation)

targeted skills

Knowing how to mobilise and exploit a varied literary culture and the common tools of analysis
Express themselves with rigour and precision, both orally and in writing
Learn to sort, select and prioritise information as part of a documentary search
Develop your ability to analyse and summarise Argue effectively to defend a point of view or 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 knowledge of the history book-related arts and crafts.
- Analyse creations from fields art and craft.
- Deepen the methodology analysing works of art and documentary research.
- Develop an attitude of cultural intelligence.

target skills

- Relate a work of art to its historical, technical and social context.
- Cross-reference iconographic and written documents around a common theme.
- Identify issues based a lecture, film, exhibition or cross-analysis of documents.
- Use written and graphic annotations to report on shows, visits to museums or exhibitions, films, etc.

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

- Lectures and slideshows.
- Tutorials (alone or in groups, oral or written).
- Visits to exhibitions.

assessment procedures

- Continuous assessment - Applications.
- Analysis of works.
- Knowledge assessment.
- Cultural watchbook.

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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 crossed and associated with the creative workshop.
- Exploiting and optimising the fundamentals required for all forms of visual creation.
- To affirm a singular approach a personal style and posture through the means and media of expression and creative exploration.
- 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.

target skills

- Optimising the use of expression .
- Reinforce the practice of drawing by observing live models and the environment;
- Analysing and appropriating the observation of sensitive realities
- Take charge of the notion of message and communication of achievements.

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

- Encourage editorial projects.
- Work in pairs to make the most of the exchanges in the approaches adopted.
- To provide students with the means of argumentation necessary for the oral presentation of their projects.

assessment procedures

- Continuous assessment - 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 / MANUFACTURING**

teaching objectives

- Development a technical culture of the different types of book (e.g. a manga does not have the shape of a beautiful book)
- Knowledge of the graphical production line and the jobs of the various people involved - Knowledge of the different types of paper, knowing how to find them for a specific project/need - Knowledge of the different printing techniques depending on: the print run, the quality required and a budget range.)
- Understand the usefulness of photogravure - Mastery of professional technical vocabulary (particularly for the bookbinding section, which uses a different vocabulary from printers to designate the same element)

target skills

- Understanding the different stages in the graphical production line
- Establish knowledge enabling the quality an editorial production to be assessed- Know how to dialogue with the various people involved in this chain- Know the impact of technical choices on creation and design

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

- Working in project mode
- MCQS

assessment procedures

- Continuous assessment - Case study or project applications

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

teaching objectives

PAPER (approximately 6 sessions)

- Study of fibres by microscopic observation of different papersCOLLES and ENCOLLAGE (approx. 12 sessions)
- Chemical and physical principles of gluing - Using different glues (flour, bone, vinyl) and comparing gluing properties with writing inksPOLYMERS (approx. 10 sessions)
- Basic concepts of organic chemistry: carbon chains and presentation of some functional groups

target skills

PAPER- Be able identify the main families of paper (softwood, pulp, mechanical, etc.)
GLUES and STICKING- Be able to produce different types of glue and compare them
POLYMERS- Be able to recognise the most common types of polymer and make nylon.

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

- Observation - Experimentation
- Completion of an observation report, relevance of content - Autonomy in experimental practice

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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

S3- Discover the potential of digital technology as a tool for production and creation. Acquire theoretical fundamentals, mastery of IT procedures and good working habits. Learn about DTP tools.S4

- Learn more about DTP software. Integrate the use of digital tools into a creative process involving lettering and images.

target skills

- Assimilate theoretical concepts and their practical implications- Adopt appropriate working methods and use suitable vocabulary- Experiment with digital tools with a view to nurturing a creative approach- Become familiar with collaborative practices and gradually acquire the ability to work independently.

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

- The courses combine several teaching methods, using projected video demonstrations and a variety of inputs (slide shows, podcasts, documentation and presentation work on different media).
- Application exercises, independent research, practical work involving personal production or as part a group work .

assessment procedures

- Continuous assessment, digital and printed applications, oral presentations.

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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

- Acquisition and appropriation of traditional and contemporary bookbinding and gilding techniques, as well as protective boxes and cases.
- Compiling a technical catalogue in the form of samples - Summarising in writing and orally the technical processes covered in the workshops.

target skills

- Identify the creative possibilities of a binding technique.
- Learn about the different technical tools, binding and gilding processes and specific materials used in projects.
- Describe the techniques you have learned, using the appropriate vocabulary.
- Taking notes and practising techniques in the workshop are designed to help you work independently.

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

- The training programme alternates sandwich-placement sessions with technical catalogue preparation.
- Specific workshop on bookbinding and gilding, professionals and/or teachers.
- Guided work (demonstration) and/or independent work (research and personal practice)

assessment

- Assessment of the know-how notebook and the report: relevance of comments and sketches.
- Guided assessment and self-assessment of the quality criteria for a technique, binding and gilding.
- Quality of the technical catalogue, consistency classification, accuracy of technical vocabulary.
- Continuous assessment of projects.

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field of study BOOKBINDING - CREATION AND HERITAGE

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

- Identifying the challenges of bookbinding and gilding as a response to an individual or group project.
- Combining bookbinding and gilding skills with a creative approach.
- Complete project development, from problem analysis to implementation.

target skills

- Explore and exploit the creative possibilities of a binding structure, techniques and materials in individual and group projects.
- Report on the different phases of the project in a research notebook.
- Justify your creative choices.
- Consider the various players a project as resources

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

- Individual and group projects.
- A project in the form of a creative challenge or linked to a specific issue defined in a real-life situation.
- Drawing up a project notebook presenting: analysis of references, concept models, visual and graphic research, sampling, prototyping and production.

assessment procedures

- Evaluation throughout the project, personalised monitoring and work group discussions.
- Commitment and involvement in the project.
- Assessment of the project notebook: coherence of the argument, relevance and clarity of the argument and sketches

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

teaching objectives

- Graphic Experimentation Laboratory is a workshop for learning, exploring and experimenting with the potential of the printing medium. For the first two years of the DNMADE Book specialisation, it is a place where the practices of the specialisation workshops are brought together, enriched and questioned, and where a publication is designed, produced and produced, taking into account publishing constraints (multiple formats, printing techniques used, distribution). In the third year, it is given a more experimental dimension and used in the diploma project.
- In DN2, the knowledge acquired is designed to be applied to analysis, thoughtful practice and theory, applied to the production of books with personal design choices.

target skills

- Organise an editorial design project in the light of technical constraints
- Use these techniques in a way that is semantically and plastically relevant your creative intentions
- Mastering its practical implementation with quality and efficiency
- Demonstrate mastery of the stages involved in producing a book, from the layout to imposition sheet and print sheet
- Guided implementation of the constraints of the technical transposition of graphic and plastic choices
- Challenge, convene, cross-fertilise efficiently depending on the material and time constraints, the techniques and form of the book

S3- The second year is devoted to exploring potential and experimenting with research based on texts by authors, preferably unpublished, within a constrained timetable and practical conditions. The format of the book and the techniques used are conceived and mobilised depending on the appropriation of the chosen text and the interpretation that the student designer wishes to convey. This is real design work.

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

editorial. The form of the book explores the possibilities and the technical mastery is refined. There are also 20 numbered copies of each book.

**assessment
procedures**

- Continuous assessment
- Research and communication notebooks, technical elements, printed books

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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

- Promote and present a finished or ongoing project - Use the appropriate means of communication (PDF, Instagram account, video, etc.)

target skills

- Ability to synthesise information
- Public speaking skills

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

- Write a text 1000 characters max presenting the project.
- Produce a concise, concise project presentation ,
- Document intended for a third party: client, partner, publisher, etc., including a few mock-ups of the project and brief comments.

assessment procedures

- Continuous assessment - Presentation and feedback of work carried out.

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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 the methodology of the scientific research approach - Confrontation with research work related to the field of study in order to raise questions to be reinvestigated in the third year.

target skills

- Ability to identify scientific content - Ability to render and use this type of content in a creative way

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

- Study of texts - Meetings and conferences with teacher-researchers - Preparation of and interviews

assessment procedures

- Validation based analysis applications and reading reports

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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

- Draw up an overview of the professional sector
- Identify how a typographic designer can practise his speciality in different fields- Encourage students to formulate their motivations- Help them find an internship- Showcase and promote their experience and projects.

targeted skills
the most of them

Introduce 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 your interest in a professional through a fair and reasoned exploration of his or her work - Present and promote your immersion and experience (work placement report, end-of-year report, etc.)
- Questioning, listening and observing in order to define your study and career plans

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

-Presentations from the teacher to the students and between the students (lectures or screenings),

- Drawing up a research grid to support knowledge of each company and refine motivation (for the field or for the professional in question),
- Discussions on the professional landscape and current design issues, information and monitoring.

**assessment
procedures**

- Formative evaluation of commitment and autonomy, assessments and advice, based on 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 clearly and unambiguously, orally and in writing, 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 book trade and the graphic arts

- Demonstrate a personal experimental practice in the following fields: engraving, printmaking, embossing, modelling, relief engraving, intaglio, intaglio, etching, screen printing, hot printing, dry printing, embossing, typography, model making and production, calligraphy, drawing, etc.

typography, binding and gilding techniques, illustration (watercolour, collage, drawing), printing techniques.

- Formalise and make visible your experiences to enhance your personal identity through your own personal appropriation of materials and techniques.
- Evaluating and challenging yourself to learn:
 - mastering the skills and tools of the book trade
 - resolution of serial or small series production processes
- developing a professional culture

C10 Develop and implement creative and research tools relating to the book trade and the graphic arts

- Define a collaborative approach with all the players involved: clients, printers, publishers, photographers, curators, suppliers and, depending on the scale of the programme, illustrators, graphic designers, elected representatives, etc.
- Proposing creative and forward-looking guidelines in the field of books.
- Experiment with different areas of hypothesis, taking into account media, materials, , the plastic dimension, the implementation of the graphical production line and their meaning (semantic dimension and relationship to the environment).
- Evaluate the coherences and gaps between the hypotheses envisaged and the initial request.
- Set out your ideas and argue for your choices using appropriate 2D and/or 3D and/or video and/or interactive media, taking into account the realities of the book trade.
- Use materials, finishes, techniques and innovative or traditional technologies in the design and partial production a project and in the adaptation of manufacturing processes: design, image, graphic elements, composition, typography, binding and publishing.

C11 Design, manage and supervise a production project in the book trade and graphic arts [skin assessed by the diploma project jury in S6].

- Understand the characteristic elements of a project in the fields of books and the graphic arts through models and samples, taking into account the stages of production and publishing.
 - Prototype or produce all or part of the project using digital CAD and DTP tools
 - Establish principles for the development of the book and graphic arts project based on explicit criteria.
 - Demonstrate that the project is in line with initial demand and the general economics of book production and the graphic arts.
 - Plan and manage the various stages a project through to delivery and approval, taking into account the environment of the book trade and graphic arts.
 - Encourage dialogue within the teams and with project partners (authors, publishers, printers, distributors, booksellers, readers) and associated experts (private partners, museum institutions, associations, local authorities, etc.).
-