

DNMADE

Digital specialisation

Field of study

DIGITAL GRAPHIC DESIGNER INTERFACE

Foreword The Digital specialisation offers 2 fields of study:

- graphic designer motion design option
- graphic designer interface option

As a digital graphic designer, students follow every stage of a project from conception to completion. This includes graphic design, the creation of images, messages and audio-visual content, interface , art direction and motion design. The design project, which is at the heart of the overall teaching programme, is enriched by other courses that are grafted on as extensions, accompaniments or fundamental acquisitions. This first year brings together students from the 2 fields of study to give them a collaborative introduction to graphic design in the digital field.

DIGITAL GRAPHIC DESIGNER field of study Number of students: 15

INTERFACE

Interactive digital graphic designers give shape and life to devices in prospective fields and emerging sectors: mobile applications, web design, video games, AR, VR, immersive environments. Scripting and animation of multi-media interfaces: UX/UI design, game design, interactive storytelling, digital publishing in a variety of professional and socio-cultural fields.

FIRST YEAR (S1-S2)

Field of study **DIGITAL GRAPHIC DESIGNER INTERFACE**

Overview of the first year

During the 1st year the fields of study of the In the field of study, students are taught the same fundamental courses as those in the typographic designer field of study. Projects and exercises are sometimes carried out as a whole class, sometimes separately. This common foundation aims to federate and highlight the links and shared cultures which, over and above the field of study specialisations over the next two years, are essential for future life. graphic design and its print and digital media. These fundamentals will be developed and enriched throughout the course, depending on the speciality chosen, to give students all the skills they need to practise their chosen profession. future career.

Discovery

During the first few weeks, in order to unite teams and students and encourage an attitude of discovery and exploration, as well as mutual aid and autonomy, the typographic and digital design field of study, in mixed teams, are involved in a workshop on a common theme throughout the school.

Interview exhibition

After 2 months practice and activities linked to this A themed exhibition of the work and an interview enable the teams and students to take stock and diagnose the levels and needs.

Micro-projects

Micro-projects, either fictitious or linked to partnerships, punctuate the rest of the year. The aim is to discover and acquire graphic design methodologies, from the survey to the brief, 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.

Inter-course workshops promote

The organisation of inter-field of study workshops aims to openness and collaborative working through mixed teams working on competitions or partnerships.

Internship

The aim of two-week observation placement is to discover a sector of interactive graphic design or motion design. The observations made during this immersion are the subject of a video/animated production, in the form of a storytelling (motion

design, special effects, collage, film, animation, etc.)

Oral assessment An interview, at which a relevant selection of the work produced during the year is presented, enables the students and the teaching team to assess the year's achievements.

Out and about Visits to heritage sites (museums, libraries), cultural outings (exhibitions, theatre, opera)... with or without assistance.

Events The École Estienne offers a number of events in which students can be involved in various ways, including the online open days, during which students hosted the live show and managed the film set.

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teaching field UNIT 1 / UNIT 5 GENERIC LESSONS**teaching component** EC 1.1 / EC 5.1 HUMANITIES - PHILOSOPHY

teaching objectives

By reflecting on the notion image, the course in philosophy seeks to introduce a critical questioning of the status of the practice of image production today.

targeted skills

Written and oral expression, theoretical culture, critical thinking, argumentation.

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

Texts on philosophy and the humanities, artistic references (ancient and contemporary). "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 examine the use and being of images, texts from philosophy and the human sciences, as well as classical and contemporary works of art (applied and non-applied).
Bibliography:

- Jean Baudrillard, La société de consommation, Paris, Gallimard, "Folio-essai" series, 1970.
- Robert Bresson, Notes sur le cinématographe, Paris, Gallimard, "Folio" collection, 1975.
- Georges Didi-Huberman, Devant l'image, Minuit, 1980.
- Marc Jimenez, Qu'est-ce que l'esthétique, Gallimard, "Folio-essai", 1997.
- Gotthold Lessing, Laocoon, Paris, Klincksieck, "L'esprit et les formes" series, 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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teaching field UNIT 1 / UNIT 5 GENERIC LESSONS**teaching component** **EC 1.1 / EC 5.1 HUMANITIES**

teaching objectives

In S1 and S2, these objectives meet need to take into account the diversity of the profiles received.

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

target skills

- Be able to draw on 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

teaching objectives

- analyse works
- raise questions
- prioritise ideas and make arguments (written and oral)
- develop an awareness of the history of art and contemporary creation, put works from different periods into perspective and keep abreast of current events

target skills

- analyse a work using a specific and precise vocabulary
- summarise an exhibition
- identify one or more issues (work, theme, exhibition)
- know the chronological references specific to the history of art, design and technology.

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

S1

- discover and experiment with the fundamentals: tools, gestures, modes of representation, colour, graphic language and their expressive and semantic value. Acquire a variety of graphic representation methods: synthetic, analytical, expressive or documentary.

S2

- To define a style of writing and a posture of personal expressive response through drawing, plasticity, signs, storytelling through images, colour, photography and multimedia. Stimulate the eye and perception by attempting to

assessment methods

Continuous assessment

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

teaching objectives

- discover and experiment with the tools, gestures, modes of representation and fundamental vocabulary of graphic language, and their expressive and semantic value
- stimulating the eye and perception by trying to find creative translations in a variety of media

targeted skills

S1

- Ability to experiment (using different tools and exploring different hypotheses); graphic and plastic acuity and mobility (observing and representing, adapting modes of representation and graphic language to suit a particular purpose); knowledge of and ability to experiment with/apply the fundamental laws of colour.S2
- Ability to develop the skills acquired in S1 with greater autonomy and more personal expression, within the framework of a project. Ability to evoke a world and communicate an intention or meaning using an appropriate medium, technical means, graphic language, sign, colour register or image sequence. Ability to observe, represent and express.

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

- Systematic practical experimentation with a variety of media and techniques - Sketchbook - Investigation and analysis

**assessment
procedures**

- continuous monitoring

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

teaching objectives

- acquisition of vocabulary specific to writing and printing media
- acquisition of cultural and technical knowledge in the publishing field.
- analysis and study of printed and digital media

target skills

- experiment with the use of technical resources
- analyse an editorial project using a specific and precise vocabulary
- know the chronological landmarks in the history of printing techniques and media

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

On the pedagogical level of group work: - Note-taking as part of the lecture (notebook) - (practical) experimentation with different techniques and media followed by theoretical analysis exercises (case study).

assessment methods

Continuous assessment (written / oral analysis)

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

teaching objectives S1 Awareness, discovery and exploration of
S2 Apprenticeship in , editing and sound.**targeted skills**
S1
• Ability to switch from written to the visual
• know how to use filming and post-production equipment
S2
• know how to produce a structured and dynamic presentation
• the ability to understand the principles of sound writing**training methods (teaching methods and resources used)** The teaching is organised around practical, open-ended exercises, combining sound and image, or sometimes focusing on sound alone. After viewing and analysing visual and audio examples, students work in small groups to create films, exploring methods and techniques for audio-visual synergy.**assessment methods** Students hand in films or sound tracks, which are assessed, analysed and marked.

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

teaching objectives	S1 Raising awareness, discovering and exploring audio-visual techniques and know-how. S2 Learning write scripts, shoot, edit and produce sound.
targeted skills	S1 • designing a scenario • storyboarding • S2 shot • sound recording • assembly • export and compression
training methods (teaching methods and resources used)	The teaching organised around practical, open-ended exercises, combining sound and image, or sometimes focusing on sound alone. After viewing and analysing visual and audio examples, students work in small groups to create films, exploring methods and techniques aimed at audio-visual synergy.
assessment methods	Students hand in films or sound tracks which are assessed, analysed and marked

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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

teaching objectives	To discover and experiment with the digital environment of basis for graphic design :S1 <ul style="list-style-type: none">• producing and retouching digital images• introduction to various moving image techniquesS2• introduction compositing and VFX• introduction to 3D
targeted skills	S1 <ul style="list-style-type: none">• distinguish between the working methods and creative challenges of digital and printed images• practise and experiment with basic tools and software for image retouching, vector drawing and moving imagesS2• acquire a method and organisation for a digital creation project• ability to identify the right techniques for the job
training methods (teaching methods and resources used)	The course consists of theoretical and practical contributions, progressively acquired through tutorials and short creative exercises using the methods and tools presented, in line with the project practice they enrich, develop or introduce.
assessment methods	Continuous assessment, tutorials and exercises Reports in the form of digital applications.

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teaching field UNIT 2 / UNIT 6 CROSS-DISCIPLINARY TEACHING**teaching component** EC 2.4 / EC 6.4 MODERN LANGUAGES - ENGLISH

teaching objectives

- consolidation and development of English language skills
- training students to communicate both personally and professionally.

targeted skills 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.

training methods (teaching methods and resources used) 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.

assessment 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

teaching objectives

Understand and mobilise knowledge economic, 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)
assessment**

Whole class work (lessons): resource sheets available via Pronote.

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

teaching objectives

S1

- raising awareness and discovering techniques and know-how specific to digital technology (story board, wireframe, etc.)
- Introduction to the making of the moving imageS2
- introduction to the challenges user experience and interfaces
- introduction HTML and CSS

targeted skills

S1

- call on and use your resources
- devise response hypotheses
- define the development challenges of a digital projectS2
- conduct an exploratory approach to digital technology
- mobilise specific digital vocabulary and culture.

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

This course sandwiches theory and practice, in the form of micro-projects, to develop the personal use of digital tools and practices.

assessment methods
presentations

Continuous assessment: homework, practical work, oral presentations, etc., to demonstrate the acquisition of digital methods and codes.

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teaching field UNIT 3 / UNIT 7 PRACTICAL AND PROFESSIONAL TEACHING**teaching component** **EC 3.2 / EC 7.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT**

teaching objectives

- constraints, needs and context taken into account
- specific project methodology in place

target skills

- collect, locate and use textual or iconographic resources
- classify and prioritise data
- structure, prioritise and synthesise what you say
- adapting its modes and codes of representation to suit a particular purpose
- adopt a critical distance to develop your work

- Experimentation (visual and technical, analogue and/or digital)- Lectures (presentation of a context: videoprojection, outing, involvement of outside professionals)- Case studies (analysis of what exists: communication, digital graphics, animation, etc.)- Teamwork, collective or individual- Micro-projects (structuring specifications, finished production).

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

- formative assessment (oral presentation)
- summative assessment (practical exercises)

assessment procedures

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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

teaching objectives S1
• Argumentation and synthesis
S2
• Develop critical thinking skills by working in groups and analysing what already exists.
• Acquire an appropriate vocabulary and know how to use it in a professional context.**target skills**
• formulate, question and analyse an approach
• written and oral skills
• working independently and in groups**training methods (teaching methods and resources used)** - Cross-curricular projects involving several media and skills- Speaking practice: presentation to the group- Writing practice to formulate hypotheses and analyses**assessment** Overall assessment (application) or individual assessment (critical reflection, short statement of intent, etc.)

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teaching field UNIT 4 / UNIT 8 PROFESSIONALISATION

teaching component EC 4 / EC 8 FIELD OF STUDY AND FURTHER STUDY

teaching objectives

- help you find a work placement
- optimise the use of school resources (CDI, library, etc.)
- Discover the possibilities terms of studies and professions associated with the three fields of study.
- showcase and promote your experience and projects

targeted skills

S1

- Locate and use resources in and around the school.
- present themselves, their work and their skills by presenting themselves, looking for an internship, using a paper or digital presentation (internship report, end-of-year report, etc.).S2
- ask questions, listen and observe in order to clarify your study and career plans

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

S1 Meetings for work and discussion, visits, surveys and observations linked to the various stages of the field of study and life in the classroom: discovering the CDI and the library, presenting your work, expressing yourself orally, writing a covering letter, putting together a CV, etc.
S2 Meetings with professionals or DSA students Sharing work placement experiences and monitoring the completion of the work placement report in the form of a special lexicon.

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 digital professions

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

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

C10 Develop and implement digital creation and research tools

- Define a collaborative approach with all the players involved: client, specifier, commissioning authority, artistic direction, production, clients, photographers, users, experts, partners and, depending on the scale of the programme, elected representatives, semiologists, sociologists, etc.
- Suggest creative and forward-looking directions in the field of digital design
- Experiment with different areas of hypothesis, taking into account the formal aspect (plastic, sensory, graphic or volumetric), the structural aspect (technology, sequences, tree structures, etc.) and the uses, the user experience, etc.)
- Check the technical, economic and legal feasibility of producing and publishing the digital 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 architectures, interfaces and digital environments; justify creative and design choices using appropriate 2D and/or 3D and/or video and/or interactive media.
- To apply innovative techniques and technologies to the design and production of all or part of a digital design project: storytelling, interactivity, communication and multimedia, motion design and sound design, video games, interactive documentaries, packaging, digital and interactive editorial creations, interfaces, animations, physical interactive devices, connected objects, etc.

C11 Design, manage and supervise a digital production [SKM assessed by the diploma project jury in S6].

- Understand the characteristic elements of a digital design project through drawings, mock-ups and samples, taking into account the design and production stages.
 - Prototype or produce all or part of the project using digital CAD and DTP tools
 - Establish principles for the evolution of the digital design project according to explicit criteria
 - Demonstrate that the digital design project is in line with the initial request and its general economics
 - Plan and manage the various stages a project right through to delivery and approval, taking into account usage, the environment of digital media and devices and sustainable development practices.
 - Encourage dialogue within the teams and with the project partners and associated experts: clients, specifiers, sponsors, artistic direction, production, clients, photographers, users, experts, partners and, depending on the scale of the programme, elected representatives, semiologists and sociologists.
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