Design Process

Define the Problem | Learn | Generate Ideas | Design Development | **Implementation**

National Visual Art Standards

VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of…

VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Guiding Questions

- What are the five steps in the design process and how are they used to reach more successful solutions?

- A designer can make things pretty or they can solve problems. How can using the design process differentiate someone between a decorator and problem solver?

- How can the design process inform your own creative process?

- How can the design process benefit your design work? Your life?

- The design process can be applied to other areas of your life. Where and how can you implement the design process?

- Why does having a process help designers better resolve design problems?

Objectives

Students will…

- demonstrate the design process through experimentation, practice, and persistence;

- focus their design in response to contemporary issues;

- utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process;

- create and implement a created brand to their hypothetical company.

Time Period: at least five classes, 45–60 minutes in length

Lesson Introduction: Implementation

Students have been exploring the design process in the previous lessons. Through this process they considered how to better understand the real design problems they were presented with, they investigated methods to learning–research, they examined ways to generate more thoughtful ideas, and refine those ideas into a completed design. The last step in the design process is Implementation, applying that completed design.

A design can be a finished product in and of itself, but most often becomes a piece of a larger puzzle. A company identity becomes part of a larger brand. A business card is part of a business collateral system (business card, letterhead, envelope, stationery, etc.). A magazine ad may be part of a larger advertising campaign, and so forth. One could say this is more design development (which technically applies) but instead is defined as implementation–putting the design into effect. This means applying more of the process students have just learned. It's important to note that designers regularly become part of something larger and that they often work as members of a team (marketing, advertising, or branding teams).

Implementing design requires all the steps in the design process, again. Fortunately, much has already been done (or should have been done through the initial design process, another reason to thoroughly complete the process). The work the designer has already completed is a great place to start and will provide the springboard needed to work from. Students will need to reexamine the work they've already done and expand upon it. The complete design process is cyclical in nature. The beginning of the process is typically defined but the end is not. It may require the designer to revisit the problem, learn more about the consumer, develop more ideas, and develop the design some more. The end is attained when the design problem has been solved and the project handed over to the client–in other words, implemented.

For example, a logo in and of itself represents and becomes the face of a company, but it is only just a small part of a larger brand. A brand identity should encompass everything the public knows and thinks about a company, including customer service, reputation, communication, and the company's look. Think of a company like Apple (see Figure 1). Brand awareness doesn't just happen over night. It's a long and carefully planned process (with maybe a little luck). Apple connects with consumers by using emotion and by building relationships. They define the identity they want to communicate and consistently communicate that message. Over the years, Apple has found ways to differentiate

Vocabulary

Brand: a particular identity or image regarded as a company asset. The essence or perception of a company or product.

Holistic: characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.

Impetus: the force that makes something happen or happen more quickly.

Implementation: the process of putting a decision or plan into effect–the execution.

Springboard: a thing that lends impetus or assistance to a particular action, enterprise, or development.

Ubiquitous: present, appearing, or found everywhere.

Materials

- Drawing paper
- Drawing pencil
- Sketchbook
- Technical pen (used to make lines of constant width)

Figures

1. Apple brand

Art Context, Cultural Connections and Relevancy

Oftentimes, learned processes are theoretical in nature or invisible. The design process can not only be used to solve graphic design problems but can be used to solve any problem. With minimal manipulation, it becomes a tool, a method to identify, analyze, and solve any issue that may arise.

Having another tool to use when decisions need to be made is important. Young people are constantly faced with choices, whether it be in school, relationships, or life in general. They're more involved and connected than ever before. They're constantly bombarded with information, which is more accessible than ever before. It is imperative they understand and can use the design process to make better choices, especially in the hyper-politicized environment they find themselves in.

FIGURE 1: **Apple brand**. These examples exemplify Apple's consistent branding throughout the last couple decades, from their logo to product advertising. Apple has been able to create a distinctively visible and recognizable brand. Their brand is their identity. Every visual component used consistently can become a vital part of creating a brand identity. Consistency is key. Visual components important to brand identity include logos, symbols, fonts, characters, language, color, photography, and even style. All of these together, over time, become the brand and what consumers remember. A good example of this was the introduction of the white headphones included with the iPod in 2001. This seemingly simple decision became ubiquitous and uniquely Apple.

itself from the competition. They may not have always been the first to do something, but they were often the first to help consumers understand the technology, build a need for it, and explain how a consumer's life would be better because of it. They became uniquely innovative focusing on creating success. This is how they built brand identity.

ACTIVITY PROCESS

Engagement (the hook–motivation and relevancy)

It's important for students to learn not only how to do things but how to implement the things they learn. This makes learning real–it is why vocational learning is becoming more popular. One could say design thinking and graphic design are vocational learning. The design process teaches students how to think and turn their thoughts into messages others can understand. The implementation of design thinking can be a useful tool to help students communicate their unique points of view.

DAY 1

Introduction

Looking back at Apple's logo (see Figure 1), the apple, it's there, consumers see it, and it's consistent. Most everyone can recognize it thanks to great marketing efforts. It's an important part of Apple's brand but it's not the brand itself.

This is where Assignment 8 comes in. Students should have created an identity for their chosen company in the previous assignment. They will start there and bring it together by branding their created company. This will require them to revisit all the previous steps in the design process (Unit 3–this unit) and start thinking about their

company more holistically. This is an opportunity to go full circle and utilize work already done and add to it where needed.

Assignment 8–Company Brand

SYNOPSIS: A brand encompasses the look, feel, and expectations consumers develop concerning a company and its products. Companies strive to create brand experiences as a product of interaction between their customers and themselves. This is carefully done through thoughtful decision-making supported by research.

ASSIGNMENT: Brand the previously created company. This will require going full circle by not only revisiting what students have already done up to this point, but going through the design process again to figure out the best possible way to brand their company.

SPECIFICATIONS: The company brand must include:

· company logo

· tagline

· brand colors

· imagery representation (photography)

· application onto business card, billboard, clothing, and one other item of the student's choice (the expectation is that students can accomplish all of this without the computer, but if available, this would be a good place to implement digital work)

PROCESS:

1. Go back through Unit 3 paying special attention to the work already done and the specific steps in the design process. Compile this work (and notes) so it is accessible for reference as students start to think about their company's brand.

2. Start experimenting with brand components (color, shape, text, writing style, etc.). These should be studies to help the student move forward toward the creation of the brand. Make sure to go back through the design process itself as dictated in this unit.

3. Start forming cohesive ideas. Support them with visuals and written explanations.

4. Create the brand.

5. Apply the brand to the Specifications.

6. Present to the class.

Adaptations and Accommodations

Unit 3 comes full circle with this assignment. Students requiring more help may need cues or prompts to understand what they need to accomplish.

Extensions

Students can push this assignment as far as they want. They can always do more but preferably more depth becomes more interesting. Teachers could dictate more obscure and specific things to brand. Another interesting curve ball is suggesting the student's brand take on a specific brand voice or attitude. Possibilities are endless here.

Homework or Independent Work

This is a multi-day project, especially if done by hand. Decide on the length and how much student should be required to accomplish out of class.

Closure

The design process is just that, a series of actions or steps taken in order to achieve a particular end. The more that end is defined, the better prepared students are to achieve the end they're hoping for, or even better, planning for. In the end, all the work they've put in should manifest itself in the form of a branding campaign.

Checks For Understanding

Assignment 8 is the culmination of the entire design process. Throughout the unit, students have worked on parts of the design process to better learn it. Now they are putting it all together in the final assignment. Make sure they can explain the design process and know how to implement it. It also just as important they understand the process doesn't always happen in the order prescribed. It is perfectly all right to sketch, then research, then sketch again, then make a mind map, etc. The idea is to use the process to better solve design problems.

DAYS 2–5

Assignment 8–Company Brand (continued)

Days two through five are included here as these will mostly be working days to allow students to accomplish the project. It may take more or less time based on how in-depth the expectations are. There is a lot of flexibility in execution. What is expected is that progress be made every day culminating in the completion and presentation of the branding campaign.

Homework or Independent Work

Assign as needed. If technology is available, Adobe software tutorials found on the Internet or Lynda.com tutorials (free through many public libraries) could be assigned.

Closure

Reemphasize the importance of dedicating time and effort toward each step in the design process. Some of the steps will not seem as exciting as others but are just as important. Stress this point.

Checks For Understanding

Student should be able to name all the steps in the design process as well as describe what should be done in each step. Even better, they should be able to implement the design process in their work. The order is less important, but rather, the utilization and thought they place in each step. The process really works when students become less concerned about the process itself and more concerned with the outcome of their thinking. Ultimately, students should be concerned with solving the problem presented to them. The design process is merely a method of thinking, a tool to help foster more thorough investigation and problem solving.

Lesson Assessment Based On Objectives

Students should be assessed on their ability to demonstrate an awareness and proper use of the Implementation step in the design process as it applies to their own work. The correct use of unit vocabulary in class dialog and in written reflection should be accurate and appropriate to the work they make and see. All work produced in and out of class—as well as student writing—should be collected and analyzed. (See *Unit 3D and 3E Rubrics.docx* for assessment and rubric ideas. Customize to meet class specific assessment needs.)