COURSE CATALOGUE

DNMADE

specialisation in *graphic design*

Field of study

GRAPHIC DESIGNER

É—e / 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 target audience. 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 GRAPHICS Number of students: 15

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

FIRST YEAR (S1-S2)

Field of study
GRAPHIC DESIGNER

Overview of the first year includes

During the 1st year, students follow a core curriculum that

of fundamental courses. In particular, they will address the notions of degree of iconicity, denotation/connotation, signifier/signified, sender/receiver, specifications, etc., using open-ended methods such as typography, image, sign, text/image ratio and page layout. The supports and media may be diverse, ranging from 2D to 3D, from still to moving images, from paper to screen, from plan to space. The aim of this common foundation is to federate and highlight the links and shared cultures which, over and above the field of study specialisations over the two years, are essential for students' future professional lives.

discovery

During the first few weeks, a common theme is proposed to bring together the different types of teaching and the students. This encourages the development of a cross-disciplinary approach to learning, an attitude of discovery and exploration, as well as mutual support and enrichment between students from different backgrounds.

micro-projects

Micro-projects are offered to students. Whether fictitious or commissioned, they punctuate the second half of the first semester. The aim is to discover and appropriate graphic design methodologies, from survey to the brief from exploration and research to the development of an idea, from artistic direction to the production of arguments, from the presentation of ideas to their finalised realisation. The micro-projects continue in the second semester.

internship

The of a two-week work placement is to discover a sector of graphic design.

review interview

An interview between the student and the teaching staff takes place at the end of each semester. The student various pieces of work orally, giving rise to a discussion and a personalised assessment.

events

The Estienne school offers many events in which students can participate, such as the Estiennales, the Open House, Presse-Citron, and the Printemps de la Typographie.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

teaching field	UNIT 1 / UNIT 5 GENERIC LESSONS
teaching component	

teaching objectives to

To introduce students to philosophical questioning applied

aesthetics and the human sciences. Show how this approach guides and enriches the designer's work.

target skills

• the ability to develop a coherent, reasoned approach to a problem.
• the ability to read and analyse a text, identifying the conceptual issues involved.
• develop a critical mind by raising awareness of the assumptions and implications of the different types discourse that can be held on a subject.
• provide the fundamental elements of a theoretical culture in aesthetics and the humanities.

training methods (teaching methods and resources used)

General theme: "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 explore the use and being of images, using texts from philosophy and the human sciences, as well as classical and contemporary works of art (applied and non-applied).
Suggested 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" collection, 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.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

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

teaching objectives	The objectives in S1 and S2 are 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). • Exploration of written and spoken expression techniques - Development of analysis and synthesis skills - Opening up to a diverse culture (traditional culture - known as "repertoire" - and contemporary creation)
target skills	• Know how to mobilise 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 carried out within the 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.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

teaching field	UNIT 1 / UNIT 5 GENERIC LESSONS
teaching component	**EC 1.2 / EC 5.2 ARTS, DESIGN AND CULTURE TECHNIQUES**

teaching objectives	• Building a common foundation of knowledge and milestones of major chronological landmarks ; • acquisition a methodology for works of art and documentary research.
target skills	• How to analyse an image ; • use the right vocabulary ; • find your bearings in the history of art and design ; • relate a work to its historical, technical and social context ; • keep up to date with the latest artistic developments; • be able to report on its cultural watch.
training methods (teaching methods and resources used)	• Lectures and slide shows; • tutorials (alone or in groups, oral or written) ; • exhibition visits.
assessment procedures	• Thematic application; • analysis of works ; • comparative analyses ; • knowledge assessment ; • exposed ; • exhibition booklet.

specialisation	**GRAPHICS**
field of study	**GRAPHIC DESIGNER**

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	Acquire the fundamentals necessary for all forms of visual creations. Define a singular approach and a personal style and posture through the means and media of expression and creative exploration.
target skills	• Experiment with different tools in their physical, analogue and digital dimensions; • develop a critical sense and an argumentative approach ; • adapting representation modes and codes to suit a particular intention ; • be curious and mobile.
training methods (teaching methods and resources used)	• An introduction drawing, colour and volume; • sharpen perception and observation of sensitive realities (line, shape, colour, matter, space, movement, etc.); • practise drawing by observing live models and the environment; • explore the different ways of depicting reality through knowledge of the different drawing practices in past and contemporary culture; • to enable students develop their sensitivity, mastery of graphic and plastic media and personal writing skills in line with their creative thinking; • to give students the means to argue their case through objective analysis, and an active visual culture with references for their productions.
assessment	Notes intent and oral presentation of work.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

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

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	• Introduction to software (DTP for semesters 1 and 2). • Exploring technological potential and developing a practical and critical relationship with digital technology.
targeted skills	Acquisition of practical skills in the field of digital tools and programming languages.
training methods (teaching methods and resources used)	In the form of practical exercises, mini-projects or cross-disciplinary projects (linked to other courses), the first semester is developed as follows: • preamble to the digital image • introduction image-editing software • introduction to vector graphics software • the cross-disciplinary and complementary nature of the two software packages. The second semester will be devoted initially to discovering the page layout software and then to an introduction to some basic algorithms and programming languages.
assessment procedures	• Oral analysis and sharing with the class; • written self-assessment by students ; • normative evaluation of each exercise.

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field of study	**GRAPHIC DESIGNER**

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.

specialisation	**GRAPHICS**
field of study	**GRAPHIC DESIGNER**
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)	Whole class work (lessons); resource sheets available via Pronote.
assessment	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	• Become familiar with textual and iconographic material: learn to look at letters and images, make choices, manipulate, make and create; • Acquire the keys to an initial mastery of form and content.
target skills	• Experiment with different analogue and/or digital tools and techniques; • explore various hypotheses ; • show the progress of your research and argue your creative intentions; • acquire the basic vocabulary specific to the discipline.
training methods (teaching methods and resources used)	A series of exercises exploring different approaches. The teaching method used will be interactive, based on dialogue and exchange, encouraging the sharing of ideas and knowledge, as well as the transfer of skills. Regular theoretical contributions (analyses and references) will enrich the course.
assessment methods	Several assessments during the semester, application graphics and/or oral presentation.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

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 and then to	The aim of this course is to help the student to discover master the different phases of a creative project in the fields of cultural or corporate graphicspublishing or message design.
targeted skills	aim is to be able to : • define the conditions for existence of a project, • explore and experiment with tools and methods for creating, • create a shape that meets the needs identified, • ensure that its ideas are publicised and argued.
training methods (teaching methods and resources used)	Throughout the first year, students are introduced to the fundamentals of graphic design (degree iconicity, denotation/connotation, signifier/meaning, notions of sender/receiver, target, specifications, etc.) using open-ended methods (image, graphic sign, typography, text/image relationship and page layout, message design, etc.). This first year also provides an opportunity to become familiar with the different means of representation. Individual work will be sandwiched between periods of group work (in pairs or in groups), encouraging exchanges between students. Written/graphic presentations will be sandwiched with oral presentations.
assessment methods	Several assessments during the semester, application graphic and/or oral presentation.

specialisation	**GRAPHICS**

field of study	**GRAPHIC DESIGNER**

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 then to	The aim of this course is to help students to discover and master the different phases of a creative project in the fields of cultural or corporate graphicspublishing or message design.
targeted skills	aim is to be able to : • define the conditions for existence of a project, • explore and experiment with tools and methods for creating, • create a shape that meets the needs identified, • ensure that its ideas are publicised and argued.
training methods (teaching methods and resources used)	Throughout the first year, students are introduced to the fundamentals of graphic design (degree iconicity, denotation/connotation, signifier/meaning, notions of sender/receiver, target, specifications, etc.) using open-ended methods (image, graphic sign, typography, text/image relationship and page layout, message design, etc.). This first year also provides an opportunity to become familiar with the different means of representation. Individual work will be sandwiched between periods of group work (in pairs or in groups), encouraging exchanges between students. Written/graphic presentations will be sandwiched with oral presentations.
assessment methods	Several assessments during the semester, application graphics and/or oral presentation.

specialisation	**GRAPHICS**
field of study	**GRAPHIC DESIGNER**
teaching field	UNIT 4 / UNIT 8 PROFESSIONALISATION
teaching component	**EC 4 / EC 8 FIELD OF STUDY AND FURTHER STUDY**
teaching objectives	• Exploring possible professions in the field of graphic design; • support students in their search for a work placement ; • promote and optimise resources both internally and externally (library, exhibitions, magazines, websites, etc.); • learn how to publicise your work.
target skills	• Promoting your work and skills; • enter into dialogue and argue for their choices ; • use a specific vocabulary, especially for oral presentations: within the class, with external partners, when looking for a work placement and in the workplace.
training methods (teaching methods and resources used)	Work and discussion meetings, meetings with partners, visits, surveys and observations linked to the various deadlines in the field of study and life in the classroom: discovering documentation centres, presenting work, expressing oneself orally, writing a covering , formatting a CV, writing an internship report, etc.
assessment	Normative assessment of oral or written presentations, and and autonomy, assessments and advice.

DNMADE GENERAL SKILLS CATALOGUE

C1 Use digital reference tools

• Use the reference digital tools and IT security rules to acquire, process, produce and distribute information and to collaborate internally and externally.

C2 Express oneself and communicate orally and in writing in at least one foreign language.

• Use the different registers of written and spoken French with ease.

• Communicate 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

• Maintain links and dialogue within the teams, with project partners and associated experts

• Sharing knowledge a team and a network of multidisciplinary professionals

• To take responsibility for the project, taking into account the tools and methods of design, creation and production.

C9 Develop a personal strategy for the graphic design professions

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

- in the conception and management of graphic design projects

- in project management and the production a graphic design product

• Evaluating and challenging yourself to learn:

- Mastery of the tools, protocols and techniques of graphic design and communication.

- Developing a professional culture of graphic design and communication (photographic, literary, typographic, artistic and visual arts, etc.)

C10 Develop and implement creative and research tools relating to graphic design

• Define a collaborative approach with all the players involved: customer, specifier, author, technician, printer, subcontractors, technical directors, marketing directors, distributors and, depending on the scale of the project, sociologist, semiologist, philosopher, etc.
• Suggest creative and forward-looking directions in the field of graphic design

• Experiment with different areas hypothesis, taking into account the formal aspect (plastic, sensorial, graphic or volumetric, technological), the structural aspect (linguistic incentives, text/image dialectic, graphic compositions and typographic rules, etc.), the rhetoric and semiology of the image, etc.
• Check the technical, economic and legal feasibility of producing and publishing the graphic design project, based on the initial request, and order.
• Ensure that deadlines are met and that technical and artistic controls are carried out in accordance with the rules of the trade

• Research visuals, images, messages and communication strategies; argue their creative choices using appropriate 2D and/or 3D and/or video and/or interactive media.
• Use innovative or traditional materials, techniques and technologies to design and produce all or part of a graphic design project, whether in message design, identity design or publishing design (script, storyboard, messages, visual identity, typography, logotype, layouts, posters, flyers, packaging, graphic charters, packaging, information graphics, interface design, service design, signage, editorial design, press applications, etc.).

C11 Design, manage and supervise a graphic design project [skill assessed by the diploma project jury in S6].

• Understand the characteristic elements of a graphic design product project through drawings, models and samples, taking into account the stages of production and manufacture.
• Prototype or produce all or part of the project using digital CAD and DTP tools

• Establish principles for developing the graphic design project according to explicit criteria

• Demonstrate that the graphic design project is in line with the initial brief and its general economics
• Plan and manage the various stages a project right through to delivery and approval, taking into account the production and broadcasting environment and sustainable development practices.
• Encourage dialogue within teams and with project partners and associated experts: customers, specifiers, authors, technicians, printers, subcontractors, technical directors, marketing directors, distributors, service providers and, depending on the size of the project, sociologists, semiologists, philosophers, etc.