

DNMADE

specialisation in *graphic design*

Field of study

DESIGN AND COMMUNICATION STRATEGY

Foreword The DNMADE specialisation in Graphic Design is a 3-year, full-time course. The holder of the DNMADE Graphic Design is a graphic design professional. As a designer, they follow every stage of a project, from conception to completion. The course offers 3 different fields of study:

- Graphic designer,
- Design and communication strategy,
- Typographic designer.

Regardless of the field of study chosen, which will eventually lead to specialisation, students will develop their conceptual ability to process and construct visual messages, taking into account the rhetoric of the image and the culture of the audience for which they are intended. These courses involve reflection on the creation, dissemination and perception of images, and question the nature and challenges of the messages to be conveyed and translated graphically. With an open and contemporary vision of graphic design, the fields of study in this specialisation train innovative designers to meet the challenges facing our society today.

DESIGN AND COMMUNICATION Number of students: 15

STRATEGY field of study

This field of study focuses on the strategic approach to designing communication campaigns and visual identities. The aim is to analyse a brief, identify a problem and build a strategy that will enable an advertiser to meet its audience through a creative concept that is capable of conveying a clear message. The creative idea is embodied in meaningful visual (logo, iconography and art direction) and editorial (catchphrases, signatures) signs. An important part of the creative process is to study the context and behaviour of the audience in order to identify the obstacles and levers that the communication needs to take into account. Depending on demand, the visual identity or campaign can take the form of posters, press advertisements, packaging, flyers, video spots, digital media and brand activations. The advertiser may be a brand, an institution, an association or a company in any sector of activity. There are many ways of expressing oneself - graphic design, typography, photography, etc. - and students are encouraged to be creative. Some courses take place with other students from the Graphic Design specialisation, mainly those on the Graphic Designer field of study.

THIRD YEAR (S5-S6)

Field of study **DESIGN AND STRATEGY COMMUNICATION**

Overview of the third year

The fifth and sixth semesters constitute the final year of the programme, which is mainly dedicated to the diploma. All of the teaching focuses on the student's personal and professional project. Students choose a theme for their undergraduate dissertation, which provides the basis for a project approach. The undergraduate dissertation and projects are presented at two oral examinations. The jury is made up of a professional, a teacher-researcher, a teacher on the field of study and an external teacher. The aim of this year is for students to acquire autonomy in the various skills assessed.

Undergraduate dissertation The fifth semester writing an undergraduate dissertation of 10,000 characters on a subject proposed by the student and approved by the teaching staff. It deals with a current problem specific to design and communication strategy. This research field feeds into the diploma project.

Diploma project

A personal and professional project chosen by the student is carried out throughout the year and defended at the end of the year. The undergraduate dissertation feeds into the project, and the sixth semester is devoted to the entire process: strategic thinking, mobile creative research and the technical production of a range of professional-level communication media.

Micro-projects

In the third year, micro-projects aim to develop students' specialisms, professional skills, critical thinking, personal attitude and commitment.

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field of study COMMUNICATION DESIGN AND STRATEGY

teaching field UE 17 / UE 21 GENERIC LESSONS**teaching component** **EC 17.1 / EC 21.1 HUMANITIES - PHILOSOPHY**

teaching objectives

Semester 5: support the writing a text by
The aim of this project is to encourage students to reflect on and develop research approach, combining visual culture and the human sciences.
Semester 6: Questioning and clarifying the principles underpinning the creative project.

target skills

- Identify and prioritise sources of knowledge (articles, books, podcasts, etc.)
- Construct a personal reflection incorporating contemporary knowledge with a high degree of legitimacy, in relation to the problem identified.

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

The teaching is divided between methodological content relating to research and individualised support for students during their research and the writing of their text.

assessment procedures

Research summary, detailed bibliography.

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teaching field UE 17 / UE 21 GENERIC LESSONS**teaching component** **EC 17.2 / EC 21.2 ARTS, DESIGN AND CULTURE TECHNIQUES**

teaching objectives

To gain a deeper understanding of design issues the history of the discipline. Link the history of graphic design to other fields of design.
Key books and theoretical resources. Follow-up to the undergraduate dissertation in semester 5.

target skills

- Understand the contexts in which various productions are created/designed/disseminated.
- Mobilise the key concepts in the field of design and analyse productions in their historical, societal, aesthetic, technological, economic and environmental dimensions.
- Identify, select and organise a range of specialist, relevant and verified resources to document a subject.

Theoretical input, text readings, group discussions and reflective writing.

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

Normative assessment of written work and oral presentations (individual or group).

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teaching field UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component
COMMUNICATION** **EC 18.1 / EC 22.1 TOOLS FOR EXPRESSION AND
CREATIVE EXPLORATION**

**teaching objectives
approaches**

To bring together different media, practices and cross-productions, and involve them in the creative workshop. Exploit and optimise the fundamentals required for all forms of visual creation. To affirm a singular approach and a personal style and posture through the means and media of expression and creative exploration. The projects may be associated with the creative workshop and the final diploma project.

target skills

- Master the physical, analogue and digital dimensions of various tools.
- Adapting representation methods and codes to suit the project.
- Develop and strengthen your critical faculties and referenced arguments.
- Be curious and mobile.

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

- Optimising the use of expression .
- To consolidate graphic design skills in a variety of situations involving creative thinking.
- Analyse and appropriate the observation of sensitive realities to approach the fields of storytelling: illustration, video/sound.
- Mastering the concept of message and communicating achievements.
- To students with the argumentation tools they need to present their projects orally.

evaluation procedures

Notes intent and oral presentations of reflections and the production process

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teaching field UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.2 / EC 22.2 TECHNOLOGIES AND MATERIALS**

teaching objectives

Knowledge of processes and materials related to In the field of traditional and industrial printing, we invest in the creation editorial and graphic objects of different kinds. Knowledge of printing processes, typographic culture and editorial grids are mastered in the service of innovation. In the third year of the course, students take part in one-off workshops to explore the spatial aspects of the sign.

target skills

- Mastering technical and technological processes ;
- Validate production methods according to the nature of the projects;
- Consider production options based technical possibilities and constraints
- Specific technical vocabulary.

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

The courses taught lead to the mastery graphic and editorial design.

Several assessments during the semester.

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teaching field UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.3 / EC 22.3 TOOLS AND LANGUAGES
DIGITAL**

teaching objectives

- Deepening and appropriation of DTP software, in particular advanced functions in image manipulation, interactivity and animation dedicated to visual identity.
- Support for the diploma project in semester 6, with a focus on translating intentions into professional-quality materials.

target skills

- Mastery of the basics of interactive document design (navigation, scripting, ergonomics)
- Mastery of the basics of the moving image (semantics of movement as a contribution to the semantics of the image and graphics)
- Ingenious production in image manipulation
- In-depth mastery of typographic formatting

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

- Practical exercises applied to projects, with the emphasis on professional production skills.
- This teaching complements the teaching of techniques and know-how and the practice and implementation of the project in the service of the diploma project.
- Analysis and appropriation of professional productions and practices.

- Production of digital files and media throughout the year.

assessment procedures

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teaching field UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.4 / EC 22.4 MODERN LANGUAGES - ENGLISH**

teaching objectives

- Consolidation of oral and written comprehension and expression strategies in line with the student's personal project.
- Developing an argument for a creative approach.
- Writing an abstract.

target skills

- The target level B2 of the Common European Framework of Reference for Languages in language skills (listening, reading, speaking and writing).

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

- The teaching of English is based on authentic audio/visual and written resources, the section's teaching projects and work done in other subjects, and takes account of current events, particularly cultural events.

- Continuous assessment of language skills.

assessment procedures

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teaching field UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.5 / E 22.5 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	Deepen knowledge in the context of an application of management applied to the training context, justifying and analysing the approach . Be able to : <ul style="list-style-type: none">• Present the context of the individual project ;• Identify the customer: legal status, target... ;• Determine the legal, social and tax status of the seller depending on what is invoiced (work, creative fees, flat-rate royalties, service provision, etc.);• Draw up an estimate with the various specialisations (adapt the invoice lines in line with the legal and corporate status of the seller and the nature of what is being sold, valuation, calculation of VAT, etc.) on paper or using invoicing software;• Analyse profitability.
training methods (teaching methods and resources used) assessment	Independent work in class (management application) Resource sheets available via Pronote. Assessment of the management application. The various 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 UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.1 / EC 23.1 TECHNIQUES AND SKILLS**

teaching objectives	To deepen the know-how specific to the field of graphic design: approach to techniques (photography, editorial production, etc.) and project mediation methodology. Support for the diploma project in the sixth semester, with a focus on translating intentions into professional-quality media.
target skills	Know how to use the relevant techniques and media to projects. Master the technical aspects of a project and the production of professional quality mock-ups and prototypes. Argue and develop your graphic and technical choices.
training methods (teaching methods and resources used)	Semester 5: micro-projects are proposed, leading students to experiment individually and in group work. Semester 6: Follow-up to diploma project.
assessment methods	Several assessments during the semester. Models and prototypes accompanied by graphic applications and/or oral presentations.

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teaching field UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.2 / EC 23.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT**

teaching objectives The aim of course is to enable students to autonomy in the method analysing communication context, then in the design and production of visual identity and/or message design projects for brands, institutions, associations, etc.**target skills**

- Defining a communication context,
- draw up ,
- choose the right operational tools and methods,
- define a creative idea and give it the appropriate artistic direction,
- roll out the idea across a range of appropriate media,
- take into account the technical and economic constraints associated with the project,
- publicise, argue and defend your project.

training methods (teaching methods and resources used)

Project-based teaching is based on individual or group work. Individual interviews are to monitor projects. In the fifth semester, the undergraduate dissertation is monitored alongside the micro-projects. The sixth semester is mainly devoted to the diploma project.

assessment methods

Several assessments during the semester. Application creative process (digital files or prints) and oral presentations.

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teaching field UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.3 / EC 23.3 COMMUNICATION AND MEDIATION OF THE PROJECT**

teaching objectives
both

Master the presentation of projects, alone or in groups, both orally and with visual aids adapted to the different types of request.

target skills

- Knowing how to use and promote communication tools appropriate to each research phase.
- Report on the visual and scientific resources used in the project, using the appropriate tools and media.
- Mastering the oral and documented presentation a project within a set timeframe.

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

This course is linked to the Practice and Implementation course. In-depth study and training in oral presentations.

assessment

Normative assessment of graphic applications and at the time of oral presentations.

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teaching field UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.4 / EC 23.4 RESEARCH APPROACH IN LINK WITH THE PROJECT APPROACH**

teaching objectives To acquire practical knowledge and methods of research useful for the formulation, conception and implementation of a graphic design project.**target skills**

- Knowing how to select useful references for the creative design of a new project.
- Knowing and mastering the practices involved in consulting various types of knowledge useful to the project.
- Constructing a corpus and identifying a problem.
- Knowing how to survey specific audiences (targets, professionals, theoreticians, etc.).

training methods (teaching methods and resources used)

Students are introduced to useful research methods for approaching specialists who can provide them with information they need to argue their case and fuel their creative choices.

Meetings with teacher-researchers specialising in graphic design, image, design and creativity enable them question their practices in project implementation, and give them the methodological tools they need to become autonomous in the creative design of their projects.

assessment

S5: assessment of the corpus and the problematic.S6 : evaluation of reports and interviews specific audiences.

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teaching field UE 20 /24 PROFESSIONALISATION**teaching component** **EC 20 / EC 24 FIELD OF STUDY
PROFESSIONALISATION AND FURTHER STUDY**

teaching objectives

- Pooling the professional experience gained from each person's work experience period(s),
- support students in mastering the media coverage of their learning experience,
- help build career and further study fields of study, -cultural intelligence.

target skills

- Acquire a contemporary culture of graphic design,
- give an account professional experience from a critical distance,
- promote your skills and commitment,
- enter into a dialogue and justify your choices,
- use specific vocabulary.

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

Work meetings and discussions with the class and outside contributors. Production of a logbook and pooling of information relating to training and further study.

assessment
presentations.

Normative and formative assessment of oral or written commitment and autonomy.

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 scale of the project, sociologists, semiologists, philosophers, etc.
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