

DNMADE

specialisation *Book*

Field of study

BOOK-OBJECT EDITORIAL CREATION

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.

**OBJECT-BOOK
EDITORIAL CREATION
field of study**

Number of students: 12

This field of study offers the opportunity to explore and appropriate the traditional and current fields, culture, know-how and practices of editorial design through experimental creative projects or commissions.

Over 6 semesters, students will develop skills in the design of books and publishing objects through their most common traditional and professional aspects. They will be open to experimental approaches and sensitive to the most innovative fields.

SECOND YEAR (S3-S4)

Field of study **BOOK-OBJECT EDITORIAL CREATION**

Overview of the second year creation of

During the 2nd year of the Object-Book field of study,

In the field of , design and heritage, students follow a common core of fundamental courses. 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 students' future professional lives: editorial design and book-related arts crafts in terms of form and content. These fundamentals will be developed and enriched throughout the course, depending on the specialism chosen, to give students all the skills they will need for their future profession:

The book space and the handling

Traditionally, paper books are contained within a cover with a beginning and an end. This device needs to be tested and mastered, a prerequisite for being able to explore its materiality in innovative ways. In addition to its form, the materiality of the book calls for multi-sensoriality. So its tactile and visual aspects, through the materials available and/or the various finishing techniques offered by the and industry, are necessary to know and master in order to concentrate the most relevant meaning in a publishing design project.

mechanics of reading, text and image, the space of the page

This area explores and understands the formal components of text formatting, typography and microtypography, as well as the factors that influence our perception of a printed text. The same issues of understanding the mechanics of constructing and reading images are also invested in building mastery of the parameters of design and the skills needed to understand the text/image articulation, which ensure the perception of meaning.

The object of desire and collection, from one-off books to the small series

Books can become art objects. It fascinates and becomes a collector's item: from one-off art books to editions designed graphically and formally in small and medium-sized series, in the form of collections, with traditional or semi-industrial production methods. This last axis is organised around the impact of the means of production used or available in the design and manufacture of the book.

The school's resources exploring, developing and

Putting these different approaches into practice and illustrating and documenting them are at the heart of this theme.

Workshops 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 diploma project and their plans for further study or employment.

Review interview 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 research orientation and project developed by the student 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 -
Experimentation
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.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field

UNIT 9 / UNIT 13 GENERIC LESSONS

teaching component**EC 9.1 / EC 13.1 HUMANITIES - PHILOSOPHY**

teaching objectives

- To reflect on an aesthetic issue addressed by multidisciplinary approach. 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

targeted skills

- Know how to take accurate notes (possibly, scripto-visual notes)
- Summarising a complex subject
- Write clearly, identifying key 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 of the organiser.
- After each lecture, the moderator returns to 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 methods

- Continuous assessment
- Summary.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field UE 9 / UE 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

the need to enrich the acquisition, initiated 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, more generally, to work on communication skills. This synthesis methodology is designed to prepare students 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.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

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 reference points in the history of Book-related arts crafts.
- Analyse creations from fields art and craft.
- Deepen the methodology analysing works of art and documentary research.
- Develop an attitude of cultural intelligence.

targeted skills
context.

- Relate a work of art to its historical, technical and cultural social .
- 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).
- Exhibition visits.

assessment methods

- Continuous assessment
- Thematic applications.
- Analysis of works.
- Knowledge assessment.
- Cultural watchbook.

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field of study OBJECT-BOOK EDITORIAL CREATION

teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 10.1 / EC 14.1 TOOLS FOR EXPRESSION AND**
COMMUNICATION **CREATIVE EXPLORATION**

teaching objectives

- Relationships media, practices and productions 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.

targeted skills

- Optimise the use of expression tools
- 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 enhance the value of exchanges in the approaches adopted.
- To provide students with the means argumentation needed for the oral presentation of their projects.

assessment methods

- Continuous assessment
- Notes intent and oral presentation a reflection and the production process.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

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

- Development a technical culture of the various book typologies (e.g. a manga is not shaped a beautiful book)
- Knowledge of the graphical production line and the jobs its various participants
- Knowledge of the different types of paper and how to search for them according to a specific project/need
- Knowledge of the different printing depending on: the print run, the quality required and a budget range)
- Understanding use of photogravure
- Mastery of professional technical vocabulary (particularly for the bindery section, which uses a different vocabulary to that used by printers to designate the same element)

targeted skills
production line

- Understanding the different stages in the graphical
- Establish the knowledge needed assess quality of an editorial production
- Know how to communicate with the various players in this chain
- Understanding the impact of technical choices creation and design

training methods
(teaching methods and
resources used)
assessment methods

- Working in project mode
- MCQS
- Continuous assessment
- Case study and project applications

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field of study OBJECT-BOOK EDITORIAL CREATION

teaching field UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING

teaching component **EC 10.3 / EC 14.3 TOOLS AND LANGUAGES
DIGITAL**

teaching objectives

S3

- Acquire theoretical fundamentals, master IT procedures and a practical methodology.
- Learn to use IT tools as creative and production tools a publishing (print or digital).

S4

- Deepening the learning of DTP software in relation to the development of layout skills and project practice.
- Integrate digital tools and languages into an editorial design approach, linking design requirements with production resources at every stage of the project.

targeted skills

- Assimilate theoretical concepts and their implications practices
 - Adopt appropriate working methods and use suitable vocabulary
 - Experimenting with digital tools to develop a creative approach
 - Use digital tools to develop resources, mediation and communication tools.

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

- The courses combine several teaching methods, using video-projected 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 scheme.

assessment methods

- Continuous assessment and oral presentations
- validation from digital and printed applications
- finalising prototypes

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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)** Whole class work (lessons) and independent work (management application).
Resource sheets available via Pronote.**assessment** Written assessments during the semester.
Assessment of the first part of the management application. The various assessments will contribute to the validation of the following competences: C5.1, C5.2, C5.3, C5.4

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field of study OBJECT-BOOK EDITORIAL CREATION

teaching field	UE 11 / UE 15 PRACTICAL TEACHING AND PROFESSIONALS
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teaching component	EC 11.1 / EC 15.1 TECHNIQUES AND SKILLS
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teaching objectives	<ul style="list-style-type: none">- Observe, understand and analyse shapes contemporary publishing.• Acquire conceptual, methodological and practical tools for developing creative editorial projects (modelled or linked to events or partnerships).• Deepen the knowledge acquired in the first year in typography, page layout and bookbinding and gilding.
targeted skills	<ul style="list-style-type: none">- Ability to link creative strategies with issues involved in producing a book object.• Ability to understand editorial situations in terms of meaning and the relationship between content and form.• Ability use execution tools to develop and structure formal proposals for publishing projects.
training methods (teaching methods and resources used)	<ul style="list-style-type: none">• The training programme sandwiches group sessions, individual follow-up and targeted demonstrations of technical resources specific to the needs encountered.• Teaching organised in such a way as to encourage the pooling of work and collaborative practices.
assessment	<ul style="list-style-type: none">- Progress in skills, methods, knowledge and attitudes Techniques are assessed by continuous assessment, notes of intent, applications and oral presentations explaining the construction of a reflective approach and the production processes.• Continuous assessment of projects. The various assessments in this course contribute to the validation of skills in blocks 8, 9, 10 and 11.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field	UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
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teaching component	EC 11.2 / EC 15.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT
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teaching objectives	<ul style="list-style-type: none">- Learn how to articulate an editorial concept with the graphic design of a book.• To build on the first year's knowledge of the fundamentals of bookbinding• Building on the first year's knowledge of the fundamentals of engraving• Develop projects in synergy with generic, cross-disciplinary and vocational courses.
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target skills	<ul style="list-style-type: none">- Ability to master page layout• Ability to reinvest methodological and technical knowledge in practical and vocational lessons• Ability to work independently
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training methods (teaching methods and resources used)	<ul style="list-style-type: none">• Context and content analysis• Developing research and design approaches• Projects, in form of , collaborative or individual, potentially in conjunction with external partnerships - Development and production of prototypes
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assessment methods	<ul style="list-style-type: none">- Continuous assessment• Validation based analysis applications and process reports• Validation using prototypes
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specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

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

The Graphic Experimentation Laboratory is a workshop for a place for learning, exploring and experimenting with the potential of the printing medium. For the first two years of the DNMADE Book specialisation, it is the space in which a publication is designed, produced and produced, taking into account publishing constraints (multiple copies, 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 intended to be applied to analysis, thoughtful practice and theory, applied to the production of books with personal design choices.

targeted skills

- Organise an editorial design project by knowledge of technical constraints
- Use these techniques in a way that is semantically and visually 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 the imposition sheet and print sheet.
- Guided implementation of the constraints of the technical transposition of graphic and plastic choices
- To challenge, convene and combine techniques and the form of the book in an efficient manner depending on material and time constraints

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

The second year is devoted exploring potential and experimenting with research based on the author's texts, preferably unpublished, within a constrained timetable and practical conditions. The format of the book and the techniques used are conceived and mobilised according to the appropriation of the chosen text and the interpretation that the student designer wishes to convey. This is real editorial design work. The form of the book explores the possibilities and the technical mastery is refined. The books are also printed in 20 numbered copies.

assessment methods

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

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field	UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
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teaching component	EC 11.3 / EC 15.3 COMMUNICATION AND MEDIATION OF THE PROJECT
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teaching objectives progress	- To showcase and present a finished project or a project in progress <ul style="list-style-type: none">• Use the appropriate means of communication (PDF, Instagram account, video, etc.)
targeted skills	- Ability to demonstrate an ability to summarise <ul style="list-style-type: none">• Public speaking skills
training methods (teaching methods and resources used)	<ul style="list-style-type: none">• 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 methods	- Continuous assessment <ul style="list-style-type: none">• Presentation and feedback of achievements.

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field	UE 11 / UE 15 PRACTICAL TEACHING AND PROFESSIONALS
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teaching component	EC 11.4 / EC 15.4 RESEARCH APPROACH IN LINK WITH THE PROJECT APPROACH
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teaching objectives	- Introduction to research methodology scientist • Confrontation with research work related to the field of study in order to raise questions for reinvestigation in the third year.
targeted skills	- Ability to identify content of a scientist • Ability to render and exploit this type of content while asserting a creative bias
training methods (teaching methods and resources used)	• Text study • Meetings and conferences with research professors • Preparing reports and interviews
assessment	- Validation based analysis applications and reports reading

specialisation BOOK

field of study OBJECT-BOOK EDITORIAL CREATION

teaching field

UNIT 12 / 16 PROFESSIONALISATION

teaching component**EC 12 / EC 16 FIELD OF STUDY
PROFESSIONALISATION AND FURTHER STUDY**

teaching objectives

- Provide an overview of the professional sector
- Identify how an editorial designer can practise his or her speciality in different fields - Encourage students to formulate their motivations
- Helping you find a work placement
- Showcasing and promoting your experience and projects

targeted skills

make the most of them

- Introduce themselves, their work and their skills, and 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 their work
- Present and promote your immersion and experience (internship report, end-of-year report, etc.)
- Questioning, listening and observing to clarify 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 specifically),
- Discussions on the professional landscape and current design issues, information and monitoring.

assessment

Formative assessment 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 [Skill 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 the project partners (authors, publishers, printers, distributors, booksellers, readers) and associated experts (private partners, museum institutions, associations, local authorities, etc.).
-