COURSE CATALOGUE

DN2 2024-2025

DNMADE

Digital specialisation

Field of study

DIGITAL GRAPHIC DESIGNER INTERFACE

ÉCOLE ESTIENNE PARIS

HESAM UNIVERSITÉ

le cnam

Foreword The Digital specialisation offers 2 fields of study:
- graphic designer motion design option
- graphic designer interface option

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

DIGITAL GRAPHIC DESIGNER field of study INTERFACE

Number of students: 15

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

SECOND YEAR (S3-S4)

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Overview of the second year
3rd and 4th semesters are those of in-depth study and specialisation in digital graphic design. As an extension of the first year, cross-disciplinarity feeds into the various courses: generic, cross-disciplinary, practical and professional.

Micro-projects and projects
In semesters 3 and 4, micro-projects and projects are These projects are either fictitious or commissioned in partnership. The aim is to deepen the design process in digital design, from the survey to the brief, exploration and research to the development an idea, from artistic direction to production of arguments, from the presentation of research to its finalisation.

Review interview
Students will also be required to draw up specifications, a programme and a creative strategy, and to manage an entire project from conception to completion. An interview between the student and the teaching team takes place at the end of each semester. Students present various pieces of work orally, leading to a discussion and a personalised assessment. This helps the student to refine his or her career plan in line with the skills and uniqueness developed in the various productions presented.

Workshops
Workshops are organised to openness and collaborative working by mixed teams: motion/interface on competitions, partnerships or cutting-edge digital specialities (coding, processing, javascript, gamedesign, VR, AR, augmented reality, etc.).

Work placement
At the end of the fourth semester, a work placement (between 12 and 16 weeks) is planned in order to put into practice what has been learnt during the course and to help students decide on their degree project.

Events
The Estienne school offers a number of events in which students can be involved in various ways, including the Estiennales, open days, Presse- Citron and Printemps de la Typo.

Pre-project
The fourth half of the year is devoted to questioning

the student to define the context, issues and scope of their undergraduate dissertation and degree project.

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teaching field	UNIT 9 / UNIT 13 GENERIC LESSONS
teaching component	**EC 9.1 / EC 13.1 HUMANITIES - PHILOSOPHY**

teaching objectives	To learn how to use theoretical reflections to inform the designer's questioning of social and ethical issues, and of the very content of his or her work.
targeted skills	Develop the ability to formulate questions and present it clearly and coherently. Learn how to search for useful bibliographical references on a specific subject and acquire a method of analysis and technical language that will prepare you for the task of writing an article.
training methods (teaching methods and resources used)	The year is divided into several sequences. Each deals with a specific subject (for example "image and sound"), "This allows the introduction of research tools that will enable students, alone or in groups, to construct a singular thought while respecting precise criteria of justification. This allows the introduction of research tools that will enable students, on their own or in groups, to construct a singular thought while respecting precise justification criteria.
assessment procedures	Oral and written presentation of the approach and results reflection.

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teaching field	UE 9 / UE 13 GENERIC LESSONS
teaching component	**EC 9.2 / EC 13.2 ARTS, DESIGN AND CULTURE TECHNIQUES**

teaching objectives	- to develop a critical approach to creative work ; - understand the historical, cultural, economic and technical issues surrounding digital art; - be able to set out a problem and a personal argument.
targeted skills	- know how to use a specific and precise vocabulary ; - be able to summarise an exhibition or conference; - be able to argue both orally and in writing; - know the chronological references specific to the history of art, design and technology.
training methods (teaching methods and resources used)	- Note-taking in lectures ; - Presentations and debates, collective critical analysis of the work and the context in which it was created - Presentations on digital artists, past and present; - Presentations on digital themes linked current social issues; - Visits exhibitions and museums (feedback in the form of exhibition diaries); - research methodology (CDI and Libraries) applied to thematic research ; - drawing up a bibliography ; - reading notes and analyses of questions related to the course.
assessment	- Assessment of knowledge and argumentation; - oral and written evaluation of presentations ; - evaluation of notebooks.

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

teaching objectives	- Relate mediums, practices and productions and associated with 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. A course that is both independent and linked to the workshop.
targeted skills	- Use different tools in their physical dimension as analogue or digital ; - Adapt your modes and codes of representation to suit the project ; - Develop a critical sense and referenced argumentation ; - Be curious and mobile.
training methods (teaching methods and resources used)	- Systematic practical experimentation with a variety of media and techniques; - Optimising the use of expression , - Analysing and appropriating the observation of sensitive realities to approach the fields of storytelling: illustration, video/sound; - Sketchbook ; - Survey and analysis.
assessment methods	- Continuous assessment

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

teaching objectives	- Practical and experimental exploration of materials; - Acquisition of specific vocabulary for the media ; - Acquisition of cultural and technical knowledge in the field of multimedia digital creation; - Analysis and study of digital, printed, video and audio media.
targeted skills	- Ability to experiment with the use of resources techniques ; - Be able to analyse a digital project using a specific and precise vocabulary; - Knowledge of chronological landmarks in the history of media techniques.
training methods (teaching methods and resources used)	The pedagogical aspects of group work : - Note-taking in lectures (notebook) ; - Sandwich-placement exercises (hands-on) using different techniques and media, followed by theoretical analysis exercises (case studies).
assessment	Continuous assessment (written / oral)

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teaching component	**EC 10.2 / EC 14.2 TECHNOLOGIES AND MATERIALS - LABO SON**

teaching objectives	- Raising awareness, discovering and exploring techniques and know-how applied to audio-visual. - Learning write scripts, shoot, edit and produce sound.
targeted skills	- grasp the many aspects an audio-visual production through mock-ups and samples. - Prototype or produce all or part of the project digital tools. - Identify the issues in the audio-visual field in the light of current events and their prospects development through forward-looking thinking.
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 for audio-visual synergy.
assessment methods	Students hand in films or sound tracks which are assessed, analysed and marked.

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teaching field	UNIT 10 / UNIT 14 CROSS-DISCIPLINARY TEACHING
teaching component	**EC 10.3 / EC 14.3 TOOLS AND LANGUAGES DIGITAL**

teaching objectives	- To learn more about digital creation software; - Exploring the technological potential of programming languages ; - Developing a practical and critical relationship with digital technology.
targeted skills	- Perfecting practical skills and mastering the use of digital tools ; - Know how to use specific motion design and interface design software; - Familiarity with programming languages specific digital design.
training methods (teaching methods and resources used)	- Practical exercises, micro-projects, workshops or cross-disciplinary projects linked to courses in project practice and implementation, techniques and know-how, etc. - The course consists of theoretical and practical contributions, progressively acquired through tutorials and creative exercises using the methods and tools presented, in line with the project practice they enrich, develop or introduce.
assessment	- Normative assessment of projects ; - Continuous assessment, tutorials and one-off exercises in the form of digital applications.

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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. The target level is B2 of the Common European Framework of Reference for Languages in the language skills (listening, reading, speaking and writing).
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 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	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)	Class work (lessons) and independent work (management application), with resource sheets available via Pronote.
assessment	Written assessments during the semester. first part of the management application. The various 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 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
teaching component	**EC 11.1 / EC 15.1 TECHNIQUES AND SKILLS**

teaching objectives	- Develop and master the techniques and know-how specific to digital technology; - Understand and be able to play with the codes for reading and producing moving or interactive images;
target skills	- Summon and bring into play personal resources ; - Designing and having mobility based on response ; - Define the development challenges of a digital project; - Carrying out fine-tuning research ; - Leading an integration ; - Use specific digital vocabulary and culture.
training methods (teaching methods and resources used)	This teaching sandwiches theory and practice. In the form of projects, workshops or micro-projects, guided practice is used for some of the learning. Open-ended exercises to develop students' autonomy and encourage them to develop their personal use of digital practices and creative tools for publishing and the stage.
assessment methods assignments	Continuous assessment: projects, micro-projects, practical exercises, oral presentations, etc., to demonstrate acquisition of digital methods and codes. Production of a research application and creative proposals

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

teaching objectives	- Take into account constraints, needs, the context and implementation of a methodology specific to the digital project approach ; - Learn how to design and produce a creative project in the fields of motion design or interface design.
targeted skills	Be able to : - define the conditions for existence of a digital project ; - mastering creative tools and methods ; - meet a set of specifications ; - mediate and argue their choices and concepts ; - Adopt a critical distance to develop your work.
training methods (teaching methods and resources used)	This course sandwiches theory and practice team, group and individual work. Whether in the form of real projects or workshops, this teaching enables students to develop their autonomy and creativity within a professional digital design project. These projects range from experimentation (plastic and technical, analogue and/or digital) to development and production. Depending on the student's field of study, 2 hours are dedicated to exploring specific professional issues in a separate class.
assessment	- Formative assessment (oral presentation) ; - Summative assessment (practical exercises).

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teaching field	UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
teaching component	**EC 11.3 / EC 15.3 COMMUNICATION AND MEDIATION OF THE PROJECT**

teaching objectives	- To design, draft and choose the methods of adequate communication - Raise the design issues associated with innovative forms distribution.
targeted skills	- State your ideas and argue for your choices through 2D and/or 3D and/or video and/or interactive . - Establish a critical system for development and evolution of the project according to explicit criteria. - Identify the process of producing, disseminating and promoting knowledge. - Sharing knowledge a team and a network of multi-professional and multi-disciplinary players.
training methods (teaching methods and resources used)	written or oral arguments specific project communication.
assessment	Formative assessment (oral presentation) ;

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teaching field	UE 11 / UE 15 PRACTICAL AND ACADEMIC TEACHING PROFESSIONALS
teaching component	**EC 11.4 / EC 15.4 RESEARCH APPROACH IN LINK WITH THE PROJECT APPROACH**

teaching objectives	- To work on the argumentation and conceptualisation of project ; - Develop critical thinking skills working in groups and analysing what already exists; - Acquire an appropriate vocabulary and know how to use it in a professional context.
targeted skills	- Formulating, questioning and analysing an approach ; - Written and oral skills ; - Work in groups and combine the teaching components.
training methods (teaching methods and resources used)	- Interdisciplinary projects involving several media and skills; - Speaking practice: presentation to the group ; - Writing skills to hypotheses and analyses.
assessment	Overall assessment (application) or individual assessment (critical reflection, short statement of intent, etc.).

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

teaching objectives	- Opening up to the different professional realities of the digital sector; - Supporting students in building their professional field of study and/or continuing their studies; - Helping students find a placement.
target skills	- Develop your work and personal skills; - Arguing your choices ; - specific vocabulary ; - Reporting professional experience a critical distance.
training methods (teaching methods and resources used)	- Work and discussion meetings, meetings with partners, visits, surveys and observations linked thematically to the various stages of the field of study and life in the classroom - Meetings with digital design professionals or former students currently in the DSAA: discussion and questions - Sharing of work placement experiences and supervision of the production of the work placement report in the form of a unique storytelling.
assessment	Formative assessment of commitment and autonomy, assessments and advice, based interviews, discussions and documents produced.

DNMADE GENERAL SKILLS CATALOGUE

C1 Use digital reference tools

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

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

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

• Communicate 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 digital professions

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

- in the conception and management of digital design projects

- in project management and the production a digital design product

• Evaluating and challenging yourself to learn:

- Mastery of digital design tools, protocols and techniques

- Developing a professional digital and communication culture (product and service design, audiovisual, photographic, literary, typographic, artistic and visual arts, etc.)

C10 Develop and implement digital creation and research tools

• Define a collaborative approach with all the players involved: client, specifier, commissioning authority, artistic direction, production, clients, photographers, users, experts, partners and, depending on the scale of the programme, elected representatives, semiologists, sociologists, etc.
• Suggest creative and forward-looking directions in the field of digital design

• Experiment with different areas of hypothesis, taking into account the formal aspect (plastic, sensory, graphic or volumetric), the structural aspect (technology, sequences, tree structures, etc.) and the uses, the user experience, etc.)
• Check the technical, economic and legal feasibility of producing and publishing the digital design project, based on the initial request, and order.
• Ensure that deadlines are met and that technical and artistic controls are carried out in accordance with the rules of the trade

• Research architectures, interfaces and digital environments; justify creative and design choices using appropriate 2D and/or 3D and/or video and/or interactive media.
• To apply innovative techniques and technologies to the design and production of all or part of a digital design project: storytelling, interactivity, communication and multimedia, motion design and sound design, video games, interactive documentaries, packaging, digital and interactive editorial creations, interfaces, animations, physical interactive devices, connected objects, etc.

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

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

• Establish principles for the evolution of the digital design project according to explicit criteria

• Demonstrate that the digital design project is in line with the initial request and its general economics
• Plan and manage the various stages a project right through to delivery and approval, taking into account usage, the environment of digital media and devices and sustainable development practices.
• Encourage dialogue within the teams and with the project partners and associated experts: clients, specifiers, clients, artistic direction, production, clients, photographers, users, experts, partners and, depending on the scale of the programme, elected representatives, semiologists and sociologists.