COURSE CATALOGUE

DN3 2024-2025

DNMADE

Digital specialisation

Field of study

DIGITAL GRAPHIC DESIGNER INTERFACE

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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.

THIRD YEAR (S5-S6)

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Overview of the third year The 5th and 6th semesters are those of autonomy and development.

demonstration of professional standards in the field of digital graphic design. The personal project is accompanied and supported by generic, cross-disciplinary, practical and professional teaching.S5 is dedicated writing the undergraduate dissertation and S6 is devoted to developing and conducting the diploma project. The creative commitment of this project stems from the reflection opened up by the undergraduate dissertation.

Project In semesters 5 and 6, students are offered one or two projects, either fictitious or commissioned in partnership. The aim is to professionalise the design process in digital graphic design, from the 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 research to its finalisation.

Personalised support The teaching team will help students to
The year is regularly punctuated by questions career orientation and further study.

Workshops Workshops are organised to develop professional expertise in forward-looking fields, digital technology watch and co-working, such as: processing, javascript, gamedesign, virtual reality and augmented reality, in the service of creativity.

Undergraduate dissertation and project diploma Semester 5 is devoted writing an undergraduate dissertation.
These two productions are defended orally before a jury professionals and teachers: the undergraduate dissertation at end of semester 5 and the diploma project at the end of semester 6.
6 They help to distinguish the area of research and commitment of the future designer to an original approach.

specialisation	**DIGITAL**
field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
teaching field	UE 17 / UE 21 GENERIC LESSONS
teaching component	**EC 17.1 / EC 21.1 HUMANITIES - PHILOSOPHY**

teaching objectives	Semester 5:- Prepare an annotated bibliography - Prepare an annotated bibliography - Prepare an annotated bibliography Constructing an undergraduate dissertation, i.e. a personal and methodical reflective effort which may take the form of a synthesis of truly relevant readings, a research interview with its conclusions, or other forms to be experimented with, giving pride of place to visual documents which also play a part in the questioning.Semester 6:- Writing a creative statement of intent explaining the fundamental principles underlying the project.
targeted skills	- Identify and prioritise specific knowledge Build up a personal reflection, taking account of the most contemporary or most legitimate knowledge in relation to the problem identified.
training methods (teaching methods and resources used)	The course is divided between methodological content relating to the undergraduate dissertation and individual monitoring of the stages in the writing of the dissertation and the editorial elements of the project.
assessment methods	Annotated bibliography and various elements editorial content.

specialisation	**DIGITAL**
field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
teaching field	UE 17 / UE 21 GENERIC LESSONS
teaching component	**EC 17.2 / EC 21.2 ARTS, DESIGN AND CULTURE TECHNIQUES**

teaching objectives with the	Enrich and argue the cultural contributions in connection undergraduate dissertation and diploma project. - develop a critical approach to creative work ; - set out a problem and a personal argument.
targeted skills	- analyse and synthesise data with a view to their analysis exploitation ; - mobilise an artistic culture as well a knowledge of concepts arising from creative contexts; - be able to argue both orally and in writing, using a critical approach; - identify and organise a range of specialist resources and know how to locate emerging sources in current artistic events
training methods (teaching methods and resources used)	- note-taking in lectures ; - debates and collective critical analysis of the work and the context in which it was created. - research methodology (CDI and Libraries) applied to thematic research ; - drawing up a bibliography ; - reading notes and analyses of questions related to the course.
assessment methods	- Assessment of argumentative and critical stance ; - oral and written assessment ; - assessment individual commitment

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field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
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	- Relationships media, practices and productions and associated with the creative workshop; - Exploiting and developing the creation of new images ; - To affirm a singular approach a personal style and posture through the means and media of expression and creative exploration; - Projects are linked to the student's personal project.
targeted skills	- Mastering the various tools in their different dimensions physical as well 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 use of a variety of media and techniques; - A forward-looking approach to the observation and reproduction of sensitive analogue and digital realities;
assessment methods	Continuous assessment.

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field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
teaching field	UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING
teaching component	**EC 18.2 / EC 22.2 TECHNOLOGIES AND MATERIALS**
teaching objectives	- Mastery of cultural and technical knowledge in Multimedia digital creation; - Investigation of digital, printed, video and audio media. - Experimentation applied to personal projects.
targeted skills	- Ability to experiment with the use of resources techniques ; - Be able to analyse a digital project using a specific and precise vocabulary.
training methods (teaching methods and resources used)	- Experimentation with different digital techniques and media. - This subject is combined with the digital tools and language course.
assessment	Continuous assessment (written/oral)

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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	- Mastery of digital creation software ; - practical and critical thinking about digital technology.
target skills	- Mastery of software specific to motion design and interface design ; - Suggest creative and forward-looking directions for the speciality - Implement innovative technologies as part of project design and implementation
training methods (teaching methods and resources used)	- Practical exercises, mini-projects, workshops or cross-disciplinary projects linked to courses in project practice and implementation, techniques and know-how, etc. - Theoretical and practical contributions
assessment methods	- Continuous assessment, tutorials and one-off exercises in the form of digital applications.

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field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
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 is 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 the work done in other subjects, and takes account of current events, particularly cultural events.

assessment procedures

• Continuous assessment of language skills.

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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 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	Deepen knowledge in the context an application of management applied to the training context, justifying and analysing the approach . Be able to : • 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)	Independent work in class (management application) Resource sheets available via Pronote.
assessment	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 master graphic techniques and know-how, plastic and digital ; - Master the codes reading and producing digital images: moving or interactive; - Implementation of creative systems based graphic interfaces or digital moving images.
targeted skills	- Experiment with different areas of hypothesis by taking into account the formal aspect (technological), the structural aspect (organisation, articulation of systems), their meaning (semantic dimension) and their purpose and audience. - Define the development challenges of a digital project; - Use specific digital vocabulary and culture.
training methods (teaching methods and resources used)	This course sandwiches theory with practical projects, workshops and micro-projects. Students experiment with open-ended exercises that enable them to develop their personal use digital practices and creative tools. This course is cross-disciplinary with the project approach.
assessment methods assignments	Continuous assessment: projects, micro-projects, practical exercises, oral presentations, etc., to demonstrate the acquisition of methods

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teaching field	UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS
teaching component	**EC 19.1 / EC 23.1 TECHNIQUES AND KNOW-HOW / LABO SON**
teaching objectives	- Master the techniques and know-how applied to audio-visual. - Mastery , , editing, sound recording and mixing.
targeted skills	- Understand the multiple aspects a project through Prototype or produce all or part of the project using digital tools - Demonstrate a personal experimental approach.
training methods (teaching methods and resources used)	The teaching is organised around practical and 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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field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
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	- Master the methodology specific to the digital graphics project ; - Master the conception and realisation of a creative project in the fields of motion design or interface design.
targeted skills	- Apply (scientific) tools and methods, technical, digital, plastic and conceptual) to structure the research stages a project and their interactions. - Defining a collaborative approach with all the players involved - Understanding the many aspects of a project - Carry out all or part of the project using digital tools - Maintaining links and dialogue within the teams and with project partners and associated experts. - Identify emerging workshop and production practices.
training methods (teaching methods and resources used)	This course sandwiches theory and practice team, group and individual work. This is done in the form of real projects with our various partnerships, or in the form of workshops, in order to develop students' autonomy within a professional digital design project, from experimentation (plastic and technical, analogue and/or digital) through to development and production. The preferred teaching method is the interactive course, based on dialogue and exchange, encouraging the sharing of ideas and knowledge, as well as the transfer of skills. Depending on the student's field of study, 3.5 hours are devoted to exploring specific professional issues in 2 separate class groups.
assessment	- Formative assessment (oral presentation) ; - Summative assessment (practical exercises).

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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	- 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 to project communication.
assessment	- Formative assessment (oral presentation) ;

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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	- Master the argumentation and conceptualisation of project ; - Developing critical thinking skills analysing what already exists; - Managing autonomous work.
targeted skills	- Construct observation protocol and draw up a report. full and concise report. - Using tools and methods to structure the research stages of a project and their interactions.
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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field of study	**DIGITAL INTERFACE GRAPHIC DESIGNER**
teaching field	UE 20 /24 PROFESSIONALISATION
teaching component	**EC 20 / EC 24 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 studies;
targeted skills	- Develop a line of argument, showing ability to think on your feet critical. - Identify the issues at stake in the fields of digital graphic design in the light of current events and their prospects development through forward-looking thinking. - Develop an argument using a critical approach - Self-assessment and self-questioning for learning
training methods (teaching methods and resources used)	- Work and discussion meetings, meetings with partners, visits, surveys and observations linked to the various stages of the field of study and life in the classroom. - Meetings with digital design professionals and former students currently studying for a DSAA or Master's degree.
assessment	Formative assessment of commitment 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

• 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 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, 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, sponsors, artistic direction, production, clients, photographers, users, experts, partners and, depending on the scale of the programme, elected representatives, semiologists and sociologists.