



SOFTWARE FOR DESIGN

T+TH 11:00 - 12:50pm HFAC314

INSTRUCTOR: Z Comer, Associate Professor of Art

OFFICE: HFAC 311

HOURS: T+TH 2pm - 4pm or by [appointment](#)

CONTACT: enz001@marietta.edu | 740-376-4694

FEEDBACK: ILLUSTRATED IDIOMS

INTRODUCTION TO GRADED ASSIGNMENT #2: ILLUSTRATED IDIOMS

This project is introduced approximately 4-5 weeks into the semester. By this time students have gone through a full course section focused on Adobe Illustrator. In this second section of the course, we switch gears and begin working Adobe Photoshop. While the first part of the semester is focused on learning the elements and principles of art and design while building familiarity with digital workflows, the second phase of the course dives deeper into visual literacy and focuses on exploring the ethics of image manipulation, appropriation, and remix through the lens of editing in Photoshop.

This second project, called Illustrated Idioms, asks students to choose an English language idiom to illustrate in a literal way through collage or composite techniques in Photoshop. They are asked to continue using and practicing their familiarity with the elements and principles of art and design while learning more about visual literacy and conceptual meaning making through images. The students are exposed to examples of ethically questionable uses of image manipulation as well as examples of artistic appropriation and image remix. The students are asked to apply these new concepts in the project by appropriating open source or creative commons images to use in their work, and to properly document and attribute these source images.

This section of the course challenges the students to think more creatively and conceptually, while considering the larger context of how images are produced. As such, the grading values for this project shift. Creativity and Craftsmanship become their own categories for points, and carry more weight than in the previous assignment. Likewise, a new category is added: Image Attribution, which prioritizes the importance of sourcing and using images in a responsible and ethical manner. To make up for these points, less value is assigned to the categories of file management and critique. By this point in the class, students are very familiar with these processes and starting to develop good habits in both.

Like in previous projects, I provide students with written feedback and a video recording which shows annotations. Oftentimes in this project I will open their .psd file and show them what certain adjustments or changes could do for their work, rather than just tell them. This feedback comes in addition to feedback they receive from myself and their classmates during group critiques. As with previous assignments in the class, the students are allowed to implement the feedback they receive in critiques and resubmit their works anytime during the semester. If they choose to resubmit a revised project I average the two grades together: the original project grade, and the revised project grade. This incentivizes the value of implementing critique feedback and also provides students an opportunity to see how much their skills have improved over the course of the semester.

SOFTWARE FOR DESIGN

T+TH 11:00 - 12:50pm HFAC314

INSTRUCTOR: Z Comer, Associate Professor of Art

OFFICE: HFAC 311

HOURS: T+TH 2pm - 4pm or by [appointment](#)

CONTACT: enz001@marietta.edu | 740-376-4694

GRPH 201

ILLUSTRATED IDIOMS

PROJECT OVERVIEW

What is an "idiom"? An idiom is defined as: a group of words established by usage as having a meaning not deducible from those of the individual words (e.g., raining cats and dogs, see the light).

Idioms are common in all languages, but they are particularly difficult for speakers of other languages to understand, because their meanings are not usually literal, but rather figurative. Many times their meanings were once connected to a literal meaning, but that meaning has changed or been lost over time. For instance, "spill the beans" (meaning to reveal a secret) has been said to originate from an ancient method of democratic voting, wherein a voter would put a bean into one of several cups to indicate which candidate he wanted to cast his vote for. If the jars were spilled before the counting of votes was complete, anyone would be able to see which jar had more beans, and therefore which candidate was the winner. Over time, the practice was discontinued and the idiom became figurative. New idioms develop all the time, and through adopted use become part of the nomenclature of a particular location, time, or group.

For this assignment, you will be using Adobe Photoshop to create a visual representation of an English language idiom of your choice. Using a variety of tools in the program, you will create a visual idiom that represents the phrase in a literal way, even though its accepted meaning may be figurative. Viewers should be able to see the image and guess the idiom.



"When Pigs Fly" Student Work Example: Alyssa Cook



"Brainstorm" Student Work Example: Caelum Rutter

OBJECTIVES

- Develop a familiarity with the basics of Adobe Photoshop
- Work with multiple source images to composite and collage
- Use multiple layers, adjustments, transformations, masking, and blending modes in Adobe Photoshop
- Develop an understanding of basic design principles like rhythm, balance, emphasis, proportion, harmony, variety, and movement.
- Explore metaphor, visual literacy, and iteration in developing stronger creative work
- Demonstrate a basic understanding of copyright issues within visual arts and ethical use of source imagery

PROJECT REQUIREMENTS

You must select an idiom from the English language and create a visual representation using Adobe Photoshop. Your piece may be a composite or collage using a variety of image sources and tools from the PS program. You should work within the following guidelines:

- Document Size: 13" x 19"
- 300 DPI
- CMYK Color Mode
- Poster designs must be created using Adobe Photoshop
- You must use **at least 3** different source images (no limit to how many you use). The source images should be your own, or from a copyright free website. The images must be transformed in some way using Photoshop tools
- If you use creative commons, or copyright free images you still must attribute them using the method we covered in class. Failure to attribute images will result in a full letter grade drop on the project.
- Your piece can include text, but **SHOULD NOT** include the idiom in text form. Viewers should be able to guess your idiom based on the visual representation of its literal meaning, and not need the assistance of text to explain the piece
- Your project should utilize multiple layers, layer adjustments, masking and blending modes
- You must include an image attribution page citing your image sources. See example below

SELF-ASSESSMENT WRITE UP: Additionally, you will be asked to include a 1-2 page write up about the project. This write up is a self-assessment and self-critique of your work. Your write up should include:

- Your name & title of your piece (if titled)
- A brief explanation of your work, and your goals for the piece. This is a good place to discuss your inspiration, design choices, and your creativity in the assignment.
- Challenges you encountered in the assignment and how you overcame them.
- An assessment of your work. How well did you meet the requirements of the assignment? What grade would you assign yourself and why?

IMAGE ATTRIBUTION: In order to be more ethical users of source images, you will be creating an image attribution document to accompany your work on this project. All source images must be cited on your attribution document following the format provided at the end of this document. You will need to include the file name, link to the source, and the type of copyright associated with the image.

DIGITAL FILE REQUIREMENTS: When you turn in your final piece, you must also include all your assets and source files. Your file structure should be as follows:

FOLDER: YourName-Idiom

FOLDER: Design Development

-thumbnails + mockups

-editable version of your work as .psd files (v1, v2, v3, vf, etc)

FOLDER: Final Files

-Flattened final version of your file saved as .jpg and .tiff

-Self-Assessment saved as yourname-p2-writeup.docx or .pdf

FOLDER: Resource Files

-fonts, image resources, asset files

-image attribution page saved as .docx

GETTING STARTED

1. Research: Start by researching various idioms online. Perhaps there are some that are a part of your common vocabulary or some that you have always been curious about. Narrow your choices to 3-5 idioms you like and learn more about their etymology and history. Where did they come from? When were they first coined? Allow this to drive your creative process and brainstorming.

2. Brainstorming/Ideation: Now that you've narrowed your idioms to a few and have done some research, it is a good time to begin brainstorming. Start by looking at idiom illustrations of visual representations of that idiom. You don't want your piece to be trite and cliché. How can you push your idea even further while still making it "guessable" to the viewer?

3. Sketching + Thumbnails: This is the time to sketch out all of your ideas—good or bad! Sketch out 10 ideas in 10 minutes, focusing on getting across your main idea (you can fill in the details later based on which concepts you think are strongest). Anything that crosses your mind, get it on paper. Over time you will begin to find some strong ideas evolving. Be sure to keep all sketches you make so you can showcase relevant ideas in your portfolio as you develop as a designer and artist. For your sketches, focus on the concept of your piece more than the details. How do you want to arrange the elements of the piece itself? Does the composition seem balanced? Refer back to your idiom and your visual research. Again, don't settle for the first idea or the cliché approach. Push yourself creatively here!

4. Refining Thumbnails: Pick a few of your favorite designs and begin refining them (in your sketchbook or digitally). Perhaps that means opening up Photoshop and starting to create collage images, or just tightening up a mockup sketch before moving to the computer. At this point, you should choose the final assets and images you want to use in your piece. **Remember to save all your asset images in a folder and maintain a document of your image attributions. This is your attribution page and it is so important you don't forget this step!**

5. Moving to Photoshop: Now you're ready to scan your sketches, or simply use it as a guide for your work in Photoshop. Remember the goal is to make

your idiom easy to guess without being too easy or too trite and cliché. Flex those creative muscles!

6. Feedback: After refining digitally, show your designs to me, fellow classmates, and friends for feedback. Conducting user research is a crucial part of the creative process, and you should show your work to others as often as possible to get feedback from an objective source. If they have specific feedback, ask them why they feel that way and try to understand what about your design isn't conveying what you wanted it to convey. Iterate accordingly.

7. Finishing Touches: Based on the feedback you receive, you may want to make changes and adjustments to your piece to be sure it conveys your idiom without being overly simple.

8. Write Up + File Prep: Upon completion of the design, you will need to follow the guidelines above to prepare your files for print and submission. After finishing your design, take some time to think back over the course of the project and complete your assignment write up. It helps to have the work in front of you while you work, so you can refer to specific elements and design choices you've made.



"Tough Cookie" Student Work Example: Engy Algamiy

TIMELINE

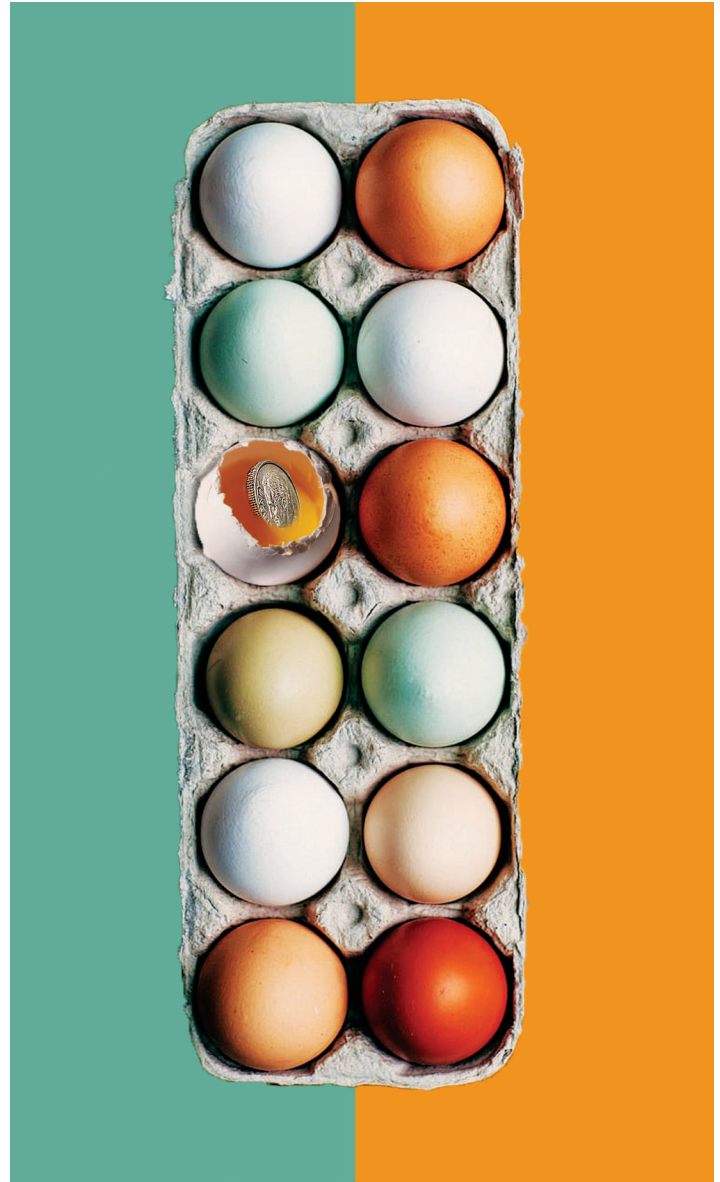
9.17 Thumbnails + Brainstorming DUE

9.19 Refined Thumbnails DUE

9.26 WIP Crit

10.1 Photoshop Open Software Quiz

10.3 FINAL Illustrated Idiom, Self-Assessment Essay, & Image Attribution Page DUE



"A Dime A Dozen" Student Work Example: Makayla Schilling



"Cat Burglar" Student Work Example: Leah Wietrzykowski



"Hold Your Horses" Student Work Example: Tristain Pitz

RUBRIC

20 pts	Met Basic Project Requirements As Outlined Above
15 pts	Creativity
10 pts	Craftsmanship
15 pts	Participation in WIP Crit + Final Crit
10 pts	Digital File Management
15 pts	Self Assessment Write-Up
15 pts	Attribution Page

100 POINTS TOTAL

IMAGE ATTRIBUTION DOCUMENT



File 1:
Cat Sphynx. Kittens. img 11.jpg
https://commons.wikimedia.org/wiki/File:Cat_Sphynx._Kittens._img_11.jpg
Artist: Dmitry Makeev



File 2:
Cat-4262034_1280.jpg
<https://pixabay.com/photos/cat-funny-cat-cute-cat-cute-4262034/>
Artist: No Attribution Required



File 3:
Eva and Franco Mattes, Ceiling Cat.jpg
https://commons.wikimedia.org/wiki/File:Eva_and_Franco_Mattes,_Ceiling_Cat.jpg
Artist: Eva & Franco Mattes;
Photo by Katherine Du Tiel

ATTRIBUTION TIP:

Make sure you include the link where you sourced your image. If there is no author included (as this is often the case for many free stock images) check to see what attribution requirements are listed. If none are required and you cannot find the name of the artist/photographer, you can put "No Attribution Required" after artist.



SOFTWARE FOR DESIGN

T+TH 11:00 - 12:50pm HFAC314

INSTRUCTOR: Z Comer, Associate Professor of Art

OFFICE: HFAC 311

HOURS: T+TH 2pm - 4pm or by [appointment](#)

CONTACT: enz001@marietta.edu | 740-376-4694

FEEDBACK: ILLUSTRATED IDIOMS

Emily
93 out of 100

[Video Feedback](#)

Met Project Requirements + Deadlines	20 out of	20
Creativity	15 out of	15
Craftsmanship	12 out of	10
File Management	10 out of	10
Self-Assessment Write Up	15 out of	15
WIP Crit + Final Crit Participation	15 out of	15
Image Attribution Page	10 out of	15

How fun Emily! I loved this piece, and apparently so did the rest of the class. What a great sense of whimsy and play in this work. I want to start by saying I'm so glad you enjoyed making this work. In the video feedback I dive into some details about layout and scale, which also came up during our class crits. Truly all this work needs are some small adjustments to help the readability of the geese. I recommend some strategies in the video on how to tackle this.

These are small adjustments and tweaks which will help the piece feel more polished and finished. You did a great job making tight selections and using layer masks to blend those elements together.

I want to address your image attribution page. I appreciated that in addition to making your attribution page that you uploaded your asset files to Moodle. However, I wanted you to include links to each of your images, and you only linked to a few of them. Remember that much like writing a paper for an English class, you would be expected to have a works cited page following a particular format, the image attribution page for this assignment serves the same purpose.

I think overall you did a wonderful job on this project and the final result is a fun work of digital collage. Keep working hard and bringing that creative energy to class. I'm looking forward to seeing more of your work this semester!



Emily Pfouts
Wild Goose Chase

For the idiom project I chose the idiom, "wild goose chase". In my piece you can see a yellow plane in the sky. Looking a little closer at this plane the viewer can see that inside the plane there are canadian geese flying it. There are also geese around the other parts of the plane. One is biting onto the wing, another has its wings out in a fighting stance, and a third can be seen just relaxing on the back of the plane. If you look behind them you can see 3 fighter planes with bald eagles in them. The eagles look angry. Together the elements depict my inspiration for a wild goose chase.

When I had begun the piece I had planned on putting geese in planes because the idea of birds flying planes was very funny to me. In looking for geese images to use in the piece, I realized that geese were considered canadian geese. I saw an opportunity and ran for it. I felt it would be funny to make an american eagle chase them. I kept the piece cohesive by including in fighter planes from WW2 rather than just using regular planes. The yellow plane that the geese are seen is a WW2 Canadian plane and the bald eagles are in the famous American Warhawks.

One challenge that I encountered was that my idiom was not recognizable. Originally I just had 2 geese and people focused on the planes rather than the bird. I overcame this by adding geese that were going things that were unconventional like biting the plane and standing on a wing. Another challenge I came across was that the computers in the library are still using photoshop 2019 and some of the things I had learned in class were not applicable to the 2019 version so I had to do some things manually

I think that I did a very good job on this project. I feel like my idea was creative even though I was using a very popular idiom. I did not see anything like it when I looked the idiom up online. I used multiple aspects in photoshop to create my finished project. I would give myself an A due to the hard work I put into this project.

Attributions

File Name: 170113-F-RU983-0017.jpg

Attribution: Heide Couch

File Name: Canada_goose_head_detail.jpg

Attribution: Robert Lawton

Licensing: <https://creativecommons.org/licenses/by-sa/3.0/deed.en>

File Name: Canada_Goose_Standing

Attribution: Joe Ravi

Licensing: CC-BY-SA 3.0

File Name: 800px-Standing_canada_goose

Attribution: Magnus Ekhall

Licensing: <https://creativecommons.org/licenses/by-sa/3.0/deed.en>

File Name: Flapping-216002_1280

Attribution: werner22brigitte

File Name: sky_background_nature_blue_clouds_blue_sky_climate_clear-639846

Attribution: Not Required

File Name: Curtiss_P-40_Warhawk

Attribution: Writegeist

Licensing: GNU Free Documentation License

File Name: Bald_Eagle_-_Helga_-_Haliaeetus_leucocephalus2

Attribution: Paul Friel

Licensing: <https://creativecommons.org/licenses/by/2.0/deed.en>

File Name: DHC1_Chipmunk_22_671_(G-BNZC)_(6704415707)

Attribution: Alan Wilson

Licensing: <https://creativecommons.org/licenses/by/2.0/deed.en>