Visual Design of Design Worbooks for CBSE curriculum

IDC School of Design
अभिकल्प विद्यालय

Contents

# Introduction

In 2019, the Indian Ministry of Education approved the introduction of Design as a subject in the school curriculum. It is first being introduced in the CBSE curriculum and will be expanded to other education boards later.

The entire project of shaping up and delivering this new subject is being carried out by an extensive team of industry experts. This team is chaired by Prof. Ravi Poovaiah. The grade-wise structure and aim of the subject has already been mapped out by the team. Based on this, the content is being developed at the time of wrtiting this report.

The subject has been titled "Design Thinking and Innovation" (DT&I). It will be introduced for grade 6-12. It will be an optional subject for grade 6, 7 and 8. Hence, the structure and learning otucomes for these three grades will be the same.

Unlike other school subjects, DT&I will not have textbooks but it will be based only on practical learning. The plan is that the students will first be exposed to content related to specific concepts. Following this they will be given tasks to understand the concept with first hand experience. The students will have access to a list of the tasks. The teacher overseeing this may or may not be of a design background. So, the teacher will have access to the exposure content and a manual to understand how to guide the students through the concepts and their tasks. Each task will also come with detailed out criteria for assessment.

Since this is a new subject and a very different approach to instruction, feedback from both teachers and students will be collected for each task. Based on this feedback, the content of the workbooks will be regularly updated.
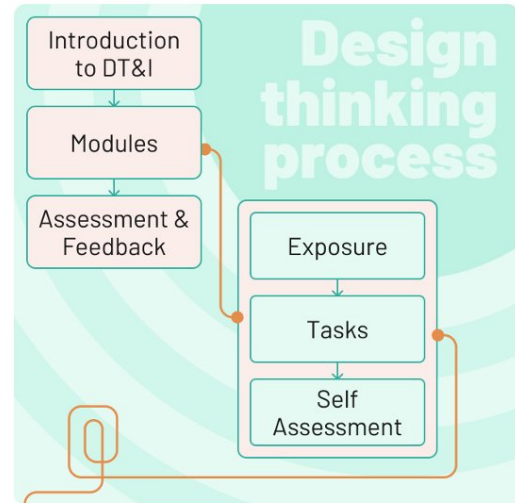
The brief

The initial brief based on which this project shaped up was as follows:

- To work on the visual design of the workbooks for students.
- Should be executed on softwares that non-designers can also edit to update the content anytime in future.
- The books will be primarily digital. There is no plan to print them centrally. They may be printed locally by any school if they require.
- The workbooks can be accessed on any device- phone, tablet, laptop or desktop computer.

Given

- An overview to the overall plan with the subject.
- A word document of content for grade 6* and 9.

Content of grade 6, 7, 8 are similar and of the same level

Breaking down the brief

- The workbooks are for classes 6-12.
- They should work on both digital and print mediums.
- When printed locally, common office printers may be used. So, the design should work in greyscale.
- To figure out the output format of the workbooks. How the workbooks will be executed finally is not decided and is open for suggestions.
- They final design should be delivered on softwares (like MS Word) that can be used by non-designers.
- Phones may be the majority's choice of device to access the wrkbooks.
- Parents refer to details like lesson plans given in the workbook.
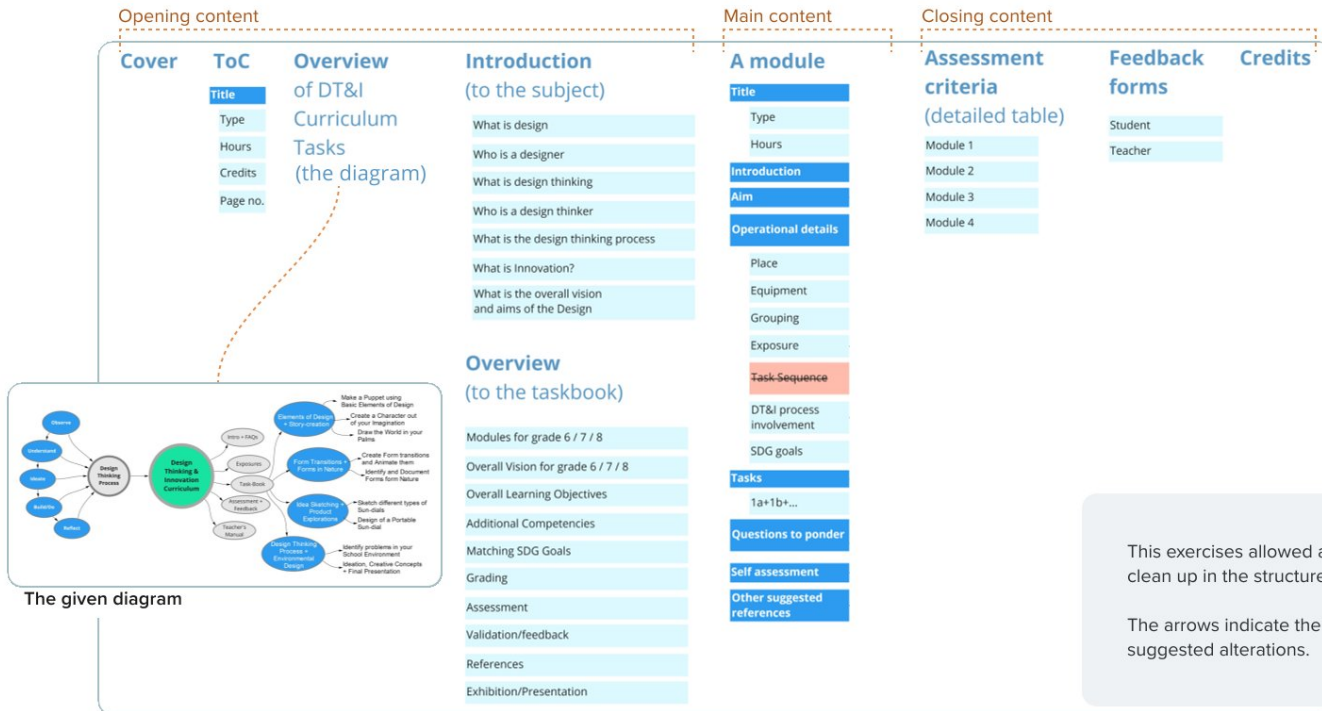
The Layout

Planning

The output format

The first thing to figure out was what the output format of these workbooks will be. Currently NCERT and CBSE websites provide digital resources as EPUBs, Flipbooks and PDFs. On some explorations as creating books for each of these formats, it was found that none worked for both print and digital. The reading experience for both mediums is very different- print needs around 10pt font size and phones need about 14-16 px font size for easy reading of the body text.

Finally, an HTML-CSS based webpage was decided as the digital output and Google Docs for print. The web-page will be developed at a later point in time.

The content structure

Understanding the content structure from the what is given.

Cover	ToC	Overview	Introduction
	Title	of DT&I	(to the subject)
	Type	Curriculum	
	Hours	Tasks	
	Credits	(the diagram)	
	Page no.		

Introduction (to the subject)

- What is design
- Who is a designer
- What is design thinking
- Who is a design thinker
- What is the design thinking process
- What is Innovation?
- What is the overall vision and aims of the Design

Overview (to the taskbook)

- Modules for grade 6 / 7 / 8
- Overall Vision for grade 6 / 7 / 8
- Overall Learning Objectives
- Additional Competencies
- Matching SDG Goals
- Grading
- Assessment
- Validation/feedback
- References
- Exhibition/Presentation

A module

- Title
- Type
- Hours
- Introduction
- Aim
- Operational details
  - Place
  - Equipment
  - Grouping
  - Exposure
  - ~~Task Sequence~~
  - DT&I process involvement
  - SDG goals
- Tasks
  - 1a+1b+...
- Questions to ponder
- Self assessment
- Other suggested references

Assessment criteria (detailed table)

- Module 1
- Module 2
- Module 3
- Module 4

Feedback forms

- Student
- Teacher

Credits

The given diagram

Break down of the workbook's sections.

This exercises allowed a clean up in the structure.

The arrows indicate the suggested alterations.

A closer look at each section.

Table of Contents (ToC)

Not in digital version

Overview of DT&I Curriculum Tasks (the given diagram)
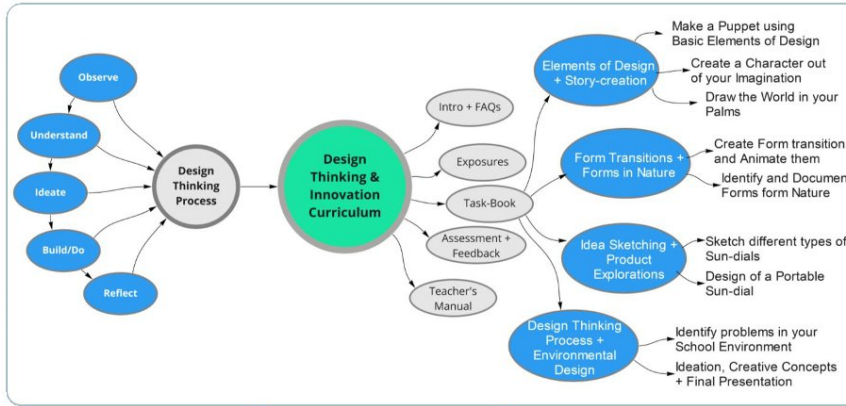
This is a diagram to give an overview of the tasks in a workbook, place before the Introduction. But it contains too many things which makes it confusing.

It can also be clubbed in the latter "Overview" section.

[REMOVE]
The "OUIBR" design thinking process. Already mentioned in the subsequent section (Introduction). It also comes in the intro section of each module. So there is enough recall for this and is not required here.

The overall lesson plan for the subject.

[REMOVE]
The modules and tasks for this particular workbook/grade. Same words used for "Learning objectives".

Simplified as "Lesson plan"
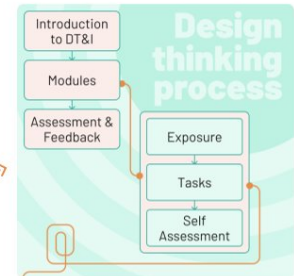
A closer look at each section.

Introduction (to the subject)

- What is design
- Who is a designer
- What is design thinking
- Who is a design thinker
- What is the design thinking process
- What is Innovation?
- What is the overall vision and aims of the Design

*This is referred to in each module. **Create "OUIBR" icons for better connection.***

The same points - for the subject and for the grade

Overview to the task book

- Modules for grade 6 / 7 / 8
- Overall Vision for grade 6 / 7 / 8
- Overall Learning Objectives
- Additional Competencies
- Matching SDG Goals
- Grading
- Assessment
- Validation/feedback
- References
- Exhibition/Presentation

[REMOVE] Recurrs in Index and learning objectives

Club with "Lesson plan"

Club as "Assessment"

Same table (below) detailed better in "Assessment"

Beginning FF-EF-EE 0.0-0.1-0.2	Developing DE-DD 0.3-0.4	Promising CD-CC 0.5-0.6	Proficient BC-BB 0.7-0.8	Excellent AB-AA 0.9-1.0
Criteria 1	Criteria 1	Criteria 1	Criteria 1	Criteria 1
. . . .	Criteria 2	Criteria 2	Criteria 2	Criteria 2
. . . .	. . . .	Criteria 3	Criteria 3	Criteria 3
. . . .	. . . .	. . . .	. . . .	. . . .

[Below] Snippet of table from the section "Assessment"

Achievement Levels	1-2 BEGINNING	3-4 DEVELOPING	5-6 PROMISING	7-8 PROFICIENT	9-10 EXCELLENT
Puppet Design	Needs to start	Puppets are	Puppets are	Puppets are	Puppets are

Module

- **Title**
  - Type
  - Hours
- **Introduction**
- **Aim**
- **Operational details**
  - Place
  - Equipment
  - Grouping
  - Exposure
  - Task Sequence
  - DT&I process involvement
  - SDG goals
- **Tasks**
  - 1a+1b+...
- **Questions to ponder**
- **Self assessment**
- **Other suggested references**

Recurrs in Index and Tasks

Move in "Tasks" section

OUIBR connection from Introduction

Assessment criteria (detailed table)

- Module 1
- Module 2
- Module 3
- Module 4

Feedback forms

- Student
- Teacher

Credits

Defining constraints

Because there will be no control over device and interface:

- The layout should be responsive- column grid
- There will be no page nos. in digital. There should be easy identification for each section at any point
- B/W or greyscale should also work when printed.
- Visibility in dark mode-contrast in font size and thickness to display structure

Because of lack of control over execution and updation:

- No manual overrides in template
- One font, minimum variations
- Consistency and minimum variety in style sheet
- Google Doc as final document

The user group is big. So keep in mind accessibility through:

- Consistency
- Contrast - size, style, space
- Accessible images- avoid text descriptions for only decorative images
- Non-dependency on colour
- Choice of font
- Minimum font size

Web

Breakpoints

Since the workbook will be viewed on any device, its layout for web should be responsive. The following are the minimmym number of breakpoints to designs for:

1
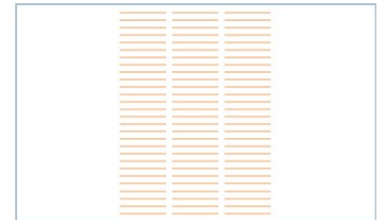
320-767px : MOBILE

2

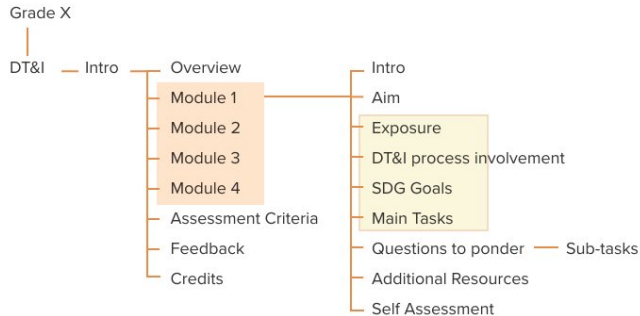768-991px : TABLET

>991px : PC
This will be the same layout as for 768-991 with much bigger margins on both sides

Information architecture

Since this workbook will be a webpage, there will be a certain flow of information. Deciding this flow is not in the scope of this project as it will be meant for all subjects across the board.

Hence, below is the the most plausible guess of what the information acrchitecture will be once such a webpage is made.

Grade X

DT&I — Intro — Overview — Intro
                Module 1   Aim
                Module 2   Exposure
                Module 3   DT&I process involvement
                Module 4   SDG Goals
                Assessment Criteria   Main Tasks
                Feedback   Questions to ponder — Sub-tasks
                Credits   Additional Resources
                              Self Assessment

The grid

For the web-first approach, the layout is based on a bootstrap twelve and four column grid for the two breakpoints.
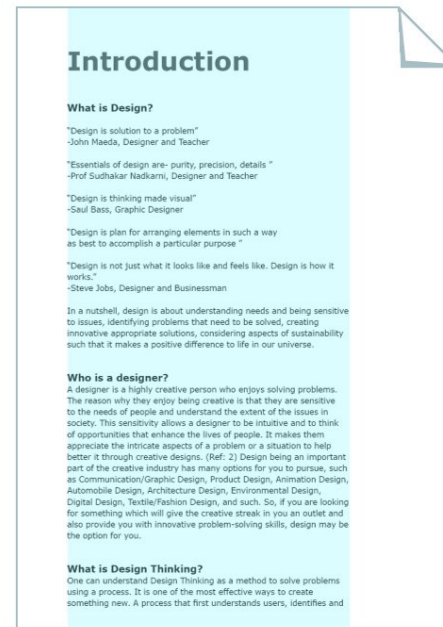
> 767px

320-767px

Print

Information architecture

The architecture for print will follow that of the web-each section of each grade's work book will have a seperate Google Doc file.
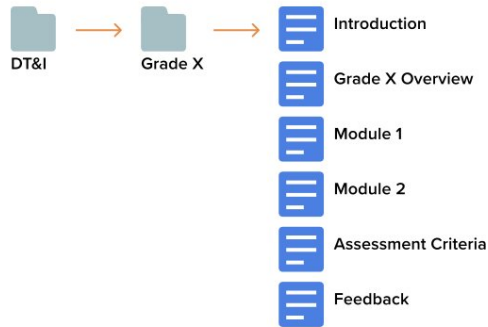
The grid

The print layout will majorly be a one column layout to account for easy editing by anyone.

Design

There are a total of 6 main sections with different layouts. These layouts are to be adapted for 2 breakpoints for web and a Google Doc version for print.

The sections
Index
Introduction
Overview (of the grade)
A module
Assessment Criteria
Feedback

x

Layout adaptations
Web 320-767px
Web 768-991px & above
Google Doc for Print

Early iterations

Starting with the layout of a module, the most important section, the initial version was based on the final print outcome as a Word document. The font used was Verdana in that case- it is available by default on both Windows and Mac and is also a web-safe font. Plus, it has the basic font variations- Regular, Italic, Bold and Bold Italic. The illustration were also made with a lot of restriction in mind- basic outlines and light colours, to make it print-friendly.

I also tried showing a greyed-out dummy interface in the prototype because the workbook will finally appear as part of some interface. All I could was guess what the interface may be.

Previous choice of typeface: Verdana

No
installation
required

768-991px and above

DT&I

🖨 Print Introduction

What is Design?

"Design is solution to a problem."
John Maeda
Designer and Teacher

"Essentials of design are- purity, precision, details."
Prof Sudhakar Nadkarni
Designer and Teacher

"Design is thinking made visual."
Saul Bass
Graphic Designer

"Design is plan for arranging elements in such a way as best to accomplish a particular purpose."
Charles Eames
Designer and Film Maker

"Design is not just what it looks like and feels like. Design is how it works."
Steve Jobs
Designer and Businessman

In a nutshell, design is about understanding needs and being sensitive to issues, identifying problems that need to be solved, creating innovative appropriate solutions, considering aspects of sustainability such that it makes a positive difference to life in our universe.

GRADE 6

DT&I / Grade 6

Module 1 >

🖨 Print Overview

Overall vision for grade 6

Explore student's sensory abilities, cognitive abilities and social abilities

Create awareness in the students through observation, discovery, analysis, experience, collaboration and reflection

Nurture their curiosity and enhance their explorative abilities

Identify problems and be able to find solutions i Apply Design Thinking process and methods to solve various problems

DT&I lesson plan

Introduction to DT&I → Modules → Assessment & Feedback

Exposure → Tasks → Self Assesment

Design thinking process

Learning Objectives for Grade 6

1 Introduction to the elements of design and story creation

TASKS

1.1 Making a puppet using basic elements of design

1.2 Option 1: Create a character out of your imagination
Option 2: Draw the world in your palm

Observe and discover forms in

GRADE 6

DT&I / Grade 6

< Overview   Module 2 >

🖨 Print Module 1

MODULE

Introduction to Elements for Design and Story-creation

🏫 School: 2 hours
🏠 Home: 1 hour

Jump to tasks ▾

This Module introduces the basic Elements of Design in terms of shapes – Circle, Square and Triangle and aspects of story creation. The students will learn about these subjects by exploring two tasks, one at school and the other at home.

The first task done in school is to create a puppet character out of their imagination, using the basic elements of design out of paper cut-outs and joineries + make a story and enact it out

The second task done at home is to create a Character out of their imagination that can do things that they cannot do + sketch and colour + write a short story about it or trace the outline of their palm and inside this represent their vision of the world + draw and colour + do a short write-up in around 50 words entitled 'The World in your Palm'.

Aim

This Module introduces students (Grade 6/7/8) to the Elements of Design through basic shapes as well as understanding the basics of creating their own stories. It should create an interest in this field, nurture their sense of curiosity and motivate them to explore and discover this area. The students will become sensitive to using form as building blocks and being able to create a story on their own will take them through the process of using their imagination and creativity. This knowledge can be applied in many fields of design, media and performing arts.

16

320-767px

Illustrations for class 6

Illustrations for class 9
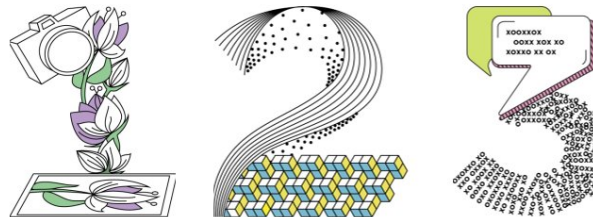
On recieving unfavourable feedback, I shifted my approach. I first chose more modern font followed by work on branding the subject and creating illustration in line with it. (The current version of illustration and fonts in the section "Branding DT&I)

Current version

For the current version, after trying several fonts, I fixed with Nunito Sans for its neutrality and legible details. Its wide and roundish form makes it appear friendly.

I removed the grey-out interface elements as the layout is based on a bootstrap grid making it adaptive to any space.

320-767px

DT&I Grade 6

Introduction to Design
Thinking and Innovation ▶

Grade 6 Overview ▶

MODULE 1
3 Credits • 3 hours

Design Skill
Design Sensitivity

Introduction to Elements for Design
and Story-creation ▶

MODULE 2
3 Credits • 3 hours

Design Skill
Design Sensitivity

Exploring Form Transitions + Forms in
Environment ▶

MODULE 3
3 Credits • 3 hours

Design Skill
Design Sensitivity

Sketching for Ideation + Exploration of
Product Ideas ▶

MODULE 4
3 Credits • 3 hours

Design Skill
Design Sensitivity

Introduction to Design Thinking
Process and Environmental Design
Project ▶

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Designer and Teacher

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Steve Jobs
Designer and Businessman

In a nutshell, design is about understanding needs and being sensitive to issues, identifying problems that need to be

Overall vision for grade 6

Explore student's sensory abilities, cognitive abilities and social abilities

Create awareness in the students through observation, discovery, analysis, experience, collaboration and reflection

Nurture their curiosity and enhance their explorative abilities

Identify problems and be able to find solutions + Apply Design Thinking process and methods to solve various problems

The lesson plan

Introduction to DT&I

Modules

Assessment & Feedback

Design thinking process

Exposure

Tasks

Introduction to Elements for Design and Story-creation

School: 2 hours

Home: 1 hour

This Module introduces students (Grade 6/7/8) to the Elements of Design through basic shapes as well as understanding the basics of creating their own stories. It should create an interest in this field, nurture their sense of curiosity and motivate them to explore and discover this area. The students will become sensitive to using form as building blocks and being able to create a story on their own will take them through the process of using their imagination and creativity. This knowledge can be applied in many fields of design, media and performing arts.

Aim

This Module introduces students (Grade 6/7/8) to the Elements of Design through

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Module 1 ⌄
Introduction to Elements for Design and Story-creation

Module 2 ⌃
Introduction to Elements for Design and Story-creation

Puppet Design and Construction

1-2 Beginning	Needs to start making puppets beyond the basic outline.
3-4 Developing	Puppets are mostly complete. Some pieces fell off during storytelling.
5-6 Promising	Puppets are constructed fairly well. They have understood the use of form as building blocks to create puppets.
7-8 Proficient	Puppets are original and constructed well. They seemed motivated to explore form and design.
9-10 Excellent	Puppets are original, creatively designed, and capture the essence of the elements of Design through basic shapes.

Puppet Design and Construction

| 1-2 Beginning | Needs to complete puppets to incorporate in the story |
| 3-4 Developing | Puppeteers rarely manipulated puppets |

STUDENT'S FEEDBACK FORM ⌄

Name

Enter your name

Class

Select class ⌄

Date

Select date ⌄

Module

Select module ⌄

Task

Select task ⌄

Activity

Select activity ⌄

Give a rating for each of the statements below:

Level of effort you put into activity

○ Inadequate ○ Fair ○ Good ○ Very good ○ Exceptional

Your level of knowledge at the start of the activity

19

768-991px and above

✕

DT&I Grade 6

Introduction to Design Thinking and Innovation ▸

Grade 6 Overview ▸

MODULE 1
3 Credits • 3 hours   Design Skill Design Sensitivity
Introduction to Elements for Design and Story-creation ▸

MODULE 2
3 Credits • 3 hours   Design Skill Design Sensitivity
Introduction to Elements for Design and Story-creation ▸

MODULE 3
3 Credits • 3 hours   Design Skill Design Sensitivity
Introduction to Elements for Design and Story-creation ▸

MODULE 4
3 Credits • 3 hours   Design Skill Design Sensitivity
Introduction to Elements for Design and Story-creation ▸

Assessment Criteria ▸

Feedback ▸

Total credits: **8**   •   Total time: **18 hours**

Cover image

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Designer and Teacher

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In a nutshell, design is about understanding needs and being sensitive to issues, identifying problems that need to be solved, creating innovative appropriate solutions, considering aspects of sustainability such that it makes a positive difference to life in our universe.

Who is a designer?
A designer is a highly creative person who enjoys solving problems. The reason why they enjoy being creative is that they are sensitive to the needs of people and understand the extent of the issues in society. This sensitivity allows a designer to be intuitive and to think of opportunities that enhance the lives of people. It makes them appreciate the intricate aspects of a problem or a situation to help better it through creative designs. (Ref: 2)

Design being an important part of the creative industry has many options for you to pursue, such as Communication/Graphic Design, Product Design, Animation Design, Automobile Design, Architecture Design, Environmental Design, Digital Design, Textile/Fashion Design, and such.

So, if you are looking for something which will give the creative

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Cover image

Overall vision for grade 6

☐ Explore student's sensory abilities, cognitive abilities and social abilities

☐ Create awareness in the students through observation, discovery, analysis, experience, collaboration and reflection

☐ Nurture their curiosity and enhance their explorative abilities

☐ Identify problems and be able to find solutions + Apply Design Thinking process and methods to solve various problems

The lesson plan

Introduction to DT&I → Modules → Assessment & Feedback

Exposure → Tasks → Self Assessment

Design thinking process

LEARNING OBJECTIVES

1 Introduction to the elements of design and story creation

 TASKS
 1.1 Making a puppet using basic elements of design
 1.2 Imaginary Character or 'The World in your Palm'

2 Observe and discover forms in environment and explore form transitions

 TASKS
 2.1 Create form transitions and animate them
 2.2 Identify and document forms in nature

Panel 1 — Cover

Cover image

Introduction to Elements for Design and Story-creation

Design Skill   Design Sensitivity

School: 2 hours   Home: 1 hour

This Module introduces students (Grade 6/7/8) to the Elements of Design through basic shapes as well as understanding the basics of creating their own stories. It should create an interest in this field, nurture their sense of curiosity and motivate them to explore and discover this area. The students will become sensitive to using form as building blocks and being able to create a story on their own will take them through the process of using their imagination and creativity. This knowledge can be applied in many fields of design, media and performing arts.

Aim
This Module introduces students (Grade 6/7/8) to the Elements of Design through basic shapes as well as understanding the basics of creating their own stories. It should create an interest in this field, nurture their sense of curiosity and motivate them to explore and discover this area. The students will become sensitive to using form as building blocks and being able to create a story on their own will take them through the process of using their imagination and creativity. This knowledge can be applied in many fields of design, media and performing arts.

Exposure
1. Elements of Design - Circle, Square and Triangle and their characteristics (expressions, associations) in 12 slides
2. Elements of Story /Narratives (Types, forms, structure) in 12 Slides

Observe/Empathise/Research
Who, how and what of character

Understand/Analyse/Define
Characteristics of character

Panel 2 — Assessment criteria

Assessment criteria

MODULE 1 ⌃
Introduction to Elements for Design and Story-creation

MODULE 2 ⌄
Introduction to Elements for Design and Story-creation

Puppet Design and Construction

1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Needs to start making puppets beyond the basic outline.	Puppets are mostly complete. Some pieces fell off during storytelling.	Puppets are constructed fairly well. They have understood the use of form as building blocks to create puppets.	Puppets are original and constructed well. They seemed motivated to explore form and design.	Puppets are original, creatively designed, and capture the essence of the elements of Design through basic shapes.

Puppet Manipulation

1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Needs to complete puppets to incorporate in the story	Puppeteers rarely manipulated puppets	Puppeteers sometimes manipulated puppets	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers always manipulated puppets and integrated them with the story

Puppet Design and Construction

1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Needs to start making puppets beyond the basic outline.	Puppets are mostly complete. Some pieces fell off during storytelling.	Puppets are constructed fairly well. They have understood the use of form as building blocks to create puppets.	Puppets are original and constructed well. They seemed motivated to explore form and design.	Puppets are original, creatively designed, and capture the essence of the elements of Design through basic shapes.

Story creation

1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Needs to start developing the story	Story has a weak plot and organization	Story has a plot but confusing organization and structure. No supporting are details included.	Some evidence of original creative ideas. organization and structure. Few supporting details are	Strong organization and structure of story with all elements of story writing. Vivid supporting details included.

Panel 3 — Feedback

Feedback

STUDENT'S FEEDBACK FORM ⌄

Name
Enter your name

Class | Date
Select class | Select date

Module
Select module

Task
Select task

Activity
Select activity

Give a rating for each of the statements below:

Level of effort you put into activity

Inadequate	Fair	Good	Very good	Exceptional
◯	◯	◯	◯	◯

Your level of knowledge at the start of the activity

Inadequate	Fair	Good	Very good	Exceptional
◯	◯	◯	◯	◯

Your level of knowledge at the end of the activity

Inadequate	Fair	Good	Very good	Exceptional
◯	◯	◯	◯	◯

Understanding of exposure slides/video

Inadequate	Fair	Good	Very good	Exceptional
◯	◯	◯	◯	◯

I enjoyed doing the activity

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

Google Doc for print

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Introduction to DT&I - Page 1

Overall vision for grade 6

Explore student's sensory abilities, cognitive abilities and social abilities

Create awareness in the students through observation, discovery, analysis, experience, collaboration and reflection
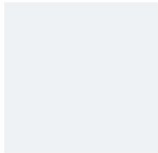
Nurture their curiosity and enhance their explorative abilities

Identify problems and be able to find solutions + Apply Design Thinking process and methods to solve various problems

The lesson plan

Introduction to DT&I
Modules
Assessment & Feedback

Design thinking process

Exposure
Tasks
Self Assessment

Overview - Page 1

Introduction to Elements for Design and Story-creation

🖐 Design Skill   👁 Design Sensitivity

🏫 School: 2 hours   🏠 Home: 1 hour

A designer is a highly creative person who enjoys solving problems. The reason why they enjoy being creative is that they are sensitive to the needs of people and understand the extent of the issues in society. This sensitivity allows a designer to be intuitive and to think of opportunities that enhance the lives of people. It makes them appreciate the intricate aspects of a problem or a situation to help better it through creative designs. (Ref: 2)

Design being an important part of the creative industry has many options for you to pursue, such as Communication/Graphic Design, Product Design, Animation Design, Automobile Design, Architecture Design, Environmental Design, Digital Design, Textile/Fashion Design, and such.

So, if you are looking for something which will give your creative streak in you an outlet and also provide you with innovative problem-solving skills, design may be the option for you.

Assessment Criteria

Module 1
Introduction to Elements for Design and Story-creation

	1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Puppet Design and Construction	Needs to start making puppets beyond the basic outline.	Puppets are mostly complete. Some pieces fell off during storytelling.	Puppets are constructed fairly well. They have understood the use of form as building blocks to create puppets.	Puppets are original and constructed well. They seemed motivated to explore form and design.	Puppets are original, creatively designed, and capture the essence of the elements of Design through basic shapes.
Puppet Manipulation	Needs to complete puppets to incorporate in the story	Puppeteers rarely manipulated puppets	Puppeteers sometimes manipulated puppets	Puppeteers usually manipulated puppets so the audience could see them.	Puppeteers always manipulated puppets and integrated them with the story
Story creation	Needs to start developing the story	Story has a weak plot and organization	Story has a plot but confusing organization and structure. No supporting details are included.	Some evidence of original, creative ideas, organization and structure. Few supporting details are included.	Strong organization and structure of story with all elements of story writing. Vivid supporting details included.
Collaboration and Enactment	Needs to start working on story enactment	Most of the group members' voice was monotone and not expressive.	Some storytellers showed a little expression and emotion.	Most of the storytellers' voices showed some expression and emotion and the group worked in collaboration	Clear evidence of original, creative ideas throughout the presentation. All storytellers showed a lot of expression and emotion and the story was well enacted

GRADE 6 | Design Thinking and Innovation

Student's Feedback

Name

Class   Date

Module

Task

Activity

Give a rating for each of the statements below:

|	Inadequate	Fair	Good	Very good	Exceptional
Level of effort you put into activity	○	○	○	○	○
Your level of knowledge at the start of the activity	○	○	○	○	○
Your level of knowledge at the end of the activity	○	○	○	○	○
Understanding of exposure slides/video	○	○	○	○	○

Feedback – Page 1

Branding DT&I

The logo

Based on the key words: Design basics, Learning

This design employs the basic principles of design directly- their is repetition, harmony, rhythm in the lines and a balance between the solid parts and the lines. The letterforms are simple and geometric. The design can allow a variety in the overall visual language for the subject.

The logo construction

Symbol

Wordmark
FONT:
Khand
Semibold
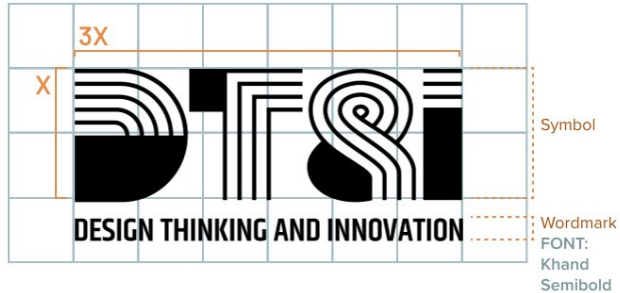
The logo variations

To accomodate any type of use case, there are three variations of the logo lockup.

Typography

Typeface

Nunito Sans

ExtraLight *ExtraLight*
Light *Light*
Regular *Regular*
Semilbold *Semilbold*
Bold *Bold*
Extrabold *Extrabold*
Black *Black*

This paragaph uses Nunito Sans to demonstrate its appearance in body text. Nunito Sans is a well-balanced sans serif typeface type face created by Vernon Adams. It is an overall friendly looking typeface with good counter spaces and characters with legible details.

It is the only font family used for all kinds of text in the layout for reasons mentioned the "Defining constraints" section earlier.

Il1

Distinguishable characters- upper case "I", lower case "L" and the number "1".

Colours

Since the purpose is education and for a good range of group/levels, the colour palette needs to accomodate variety. It should be playful and pleasant but not too bold as it is for school kids. Thus the palette omits any black and instead consists of 3 greys- a dark, medium and light grey. Other colours are sets of complimentary and triadic colour combination that are not too loud- a different set for each grade.

The greys
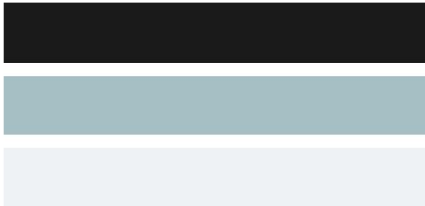
The colour sets

Graphics

Comprising of flat colours, black outlines and repetions, the graphics style gives possibility to create more sets of graphics that stand out distinctly from each other yet come together as part of a larger family.

Icons

There are icons that recur across sections. Their design maintain playfulness with colours and lines.

Design Skill

Design Project

Design Sensitivity

Design Thinking
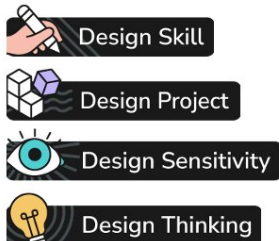
Different style for each grade

The layout of the content needs to be very consistent, as was already defined in the constraints. But with consistency comes monotony. Hence, banners and cover images are the opportunities where the monotony can be broken. Thus, graphics for each grade make individual sets such that each grade's content looks new and different.

The tasks are a major section of each module. Hence the section heading is designed as a prominent unit. This is unit changes with each grade to keep in line with the overall graphic style for that grade.

Each task is declared by its number and a supporting icon. The colour of the icon changes with each module based on the dominant colour in the graphic of that module's cover.

Grade 6/7/8

Grade 6/7/8 share similar content- an introductory level of the course. The reason for this is that students can choose to take up the course or not in any of these grades. So each module for the three grades is based on the same concept with differences in the final tasks. The graphic style uses flat colours and repetitions of simple elements. The colours are soft and pleasant as it is for the younger side of the group. Each module's graphic is created on the concept being taught in it.

Grade 9

Graphics for this grade up one level using black outlines along with flat colours. Also both 2D and 3D objects are depicted- this comes from the overall concepts planned for the grade.

Class 9

1
TASK

2
TASK

3
TASK

Grade 10, 11, 12

The content for these grades was not ready at the time of executing this project. Hence graphics for these can be made once the content is ready.

Deliverables

The final files delivered include:

The logo

1. The logo - [PNG, JPG, SVG]
2. Black version
3. White version

The banners and covers

1. Introduction
2. Overview - Grade 6/7/8, 9
3. Module covers - Grade 6/7/8, 9

The icons

1. Home
2. School
3. Individual
4. Group (2 and 3/4)
5. 6 overall visions
6. 4 types of module
7. Task section header
8. Task icon- each grades's each module

Figma template files

1. Table of Contents
2. Introduction
3. Overview
4. Module
5. Assessment Criteria
6. Feedback

Figma prototype

1. 320-767px
2. 768-990px
3. 991px and above

Google Doc template files

1. Table of Contents
2. Introduction
3. Overview
4. Module
5. Assessment Criteria
6. Feedback

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