

Chapter # 3

GRAPHIC DESIGN

The basic information of graphic design is provided in the grade 9 book chapter No. 4. This chapter will be focused on the practice of posters and illustrations. The students will explore an advance level of possibilities of utilizing their skills of calligraphy, various painting techniques and drawing in the making of posters and illustrations.

3.1. Posters

Poster making is an important and prominent part of graphic design. It can be digitally designed and printed on various kinds of surfaces or created by using the skill of drawing, painting and calligraphy with aesthetic sensibility and precision. A typical poster presents both pictorial and textual element but it may be either completely textual or wholly pictorial. It should be communicative, informative and attractive. Usually posters are used for many purposes.

Making of Posters

At this stage students will utilize their learning from the exercises of drawing, painting and calligraphy. They can also present their experiments with mixed media. Following will be the poster categories which will be the focus of poster making exercises for this chapter.

1. Pictorial compositions for poster making (utilizing the skill of drawing and painting techniques)

2. Textual compositions (utilizing the calligraphic skills both in Urdu and English language)

To conduct this kind of exercises the teacher will announce various topics or may consult the list of topics given in grade 9 book chapter No. 4. Students can create posters manually by hand practice utilizing their skills of paintings and drawing or they may perform this task using the computer software like Photoshop, CorelDraw or paintbrush.

Pictorial compositions for poster making

Poster 1 (Figure 3.1) is presenting a powerful example of pictorial content of poster making. The whole composition is based on a simple image of a child who is lifting up extra weight which should not be allowed at this age group. The image is expressive and communicative because it can explain the purpose of this poster very clearly just by showing a picture of a child. More over the colour selection is very eye-catching and its sharp contrast is making it more dramatic and effective.

Another example of complete pictorial contents in poster making is number 2 poster (Figure 3.2). In this poster the image is dictating the side effects of using social media by new generation. This is again a very fine example of all pictorial contents for poster making. Moreover the examples from 3 to 8 are also of the same category (Figure 3.3 to 3.8). These

examples will help the students for creating their own powerful symbols or imagery which can present the messages without using the textual contents into the posters.

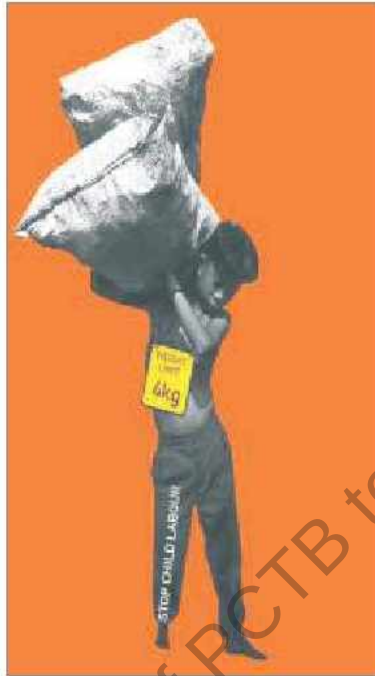


Figure 3.1 Pictorial Poster 1, Child Labor, prepared through PhotoShop



Figure 3.2 Pictorial Poster 2, Disadvantages of Electronic Media for kids, prepared through watercolour and pen and ink



Figure 3.3 Pictorial Poster 3, Importance and impact of cleanliness, prepared through Photoshop



Figure 3.4 Pictorial Poster4 Disadvantages of Electronic Media for kids, prepared through computer added program

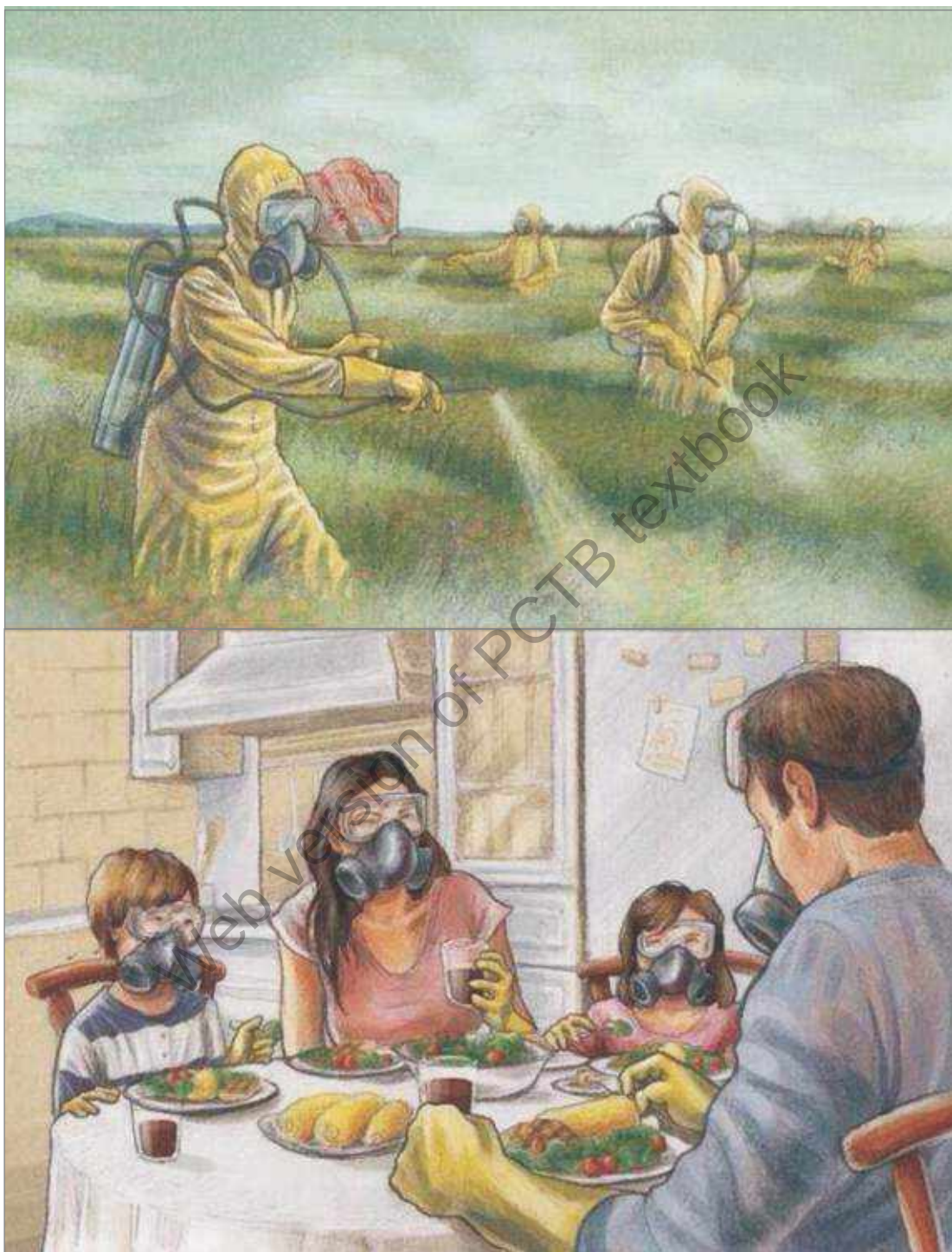


Figure 3.5 Pictorial Poster 5, A challenge to live a healthy life in today's environment, Watercolours, pencils and marker



Figure 3.6 Pictorial Poster 6, Drought, prepared through computer added program



Figure 3.7 Pictorial Poster 7, Stop Smoking, prepared through computer added program



Figure 3.8 Pictorial Poster 8, Stop Smoking, Prepared through PhotoShop

Textual Compositions for Poster Making

This category of posters (Figure 3.9 to 3.14) is more flexible in handling because the students will just need a communicative slogan, word or phrase to give the underline idea of the poster. It can be elaborated with different motifs, graphics and colour contrasts. Following are some examples of posters which show the wholly textual contents in poster making. Students will observe them and practice their posters composition with only textual contents.

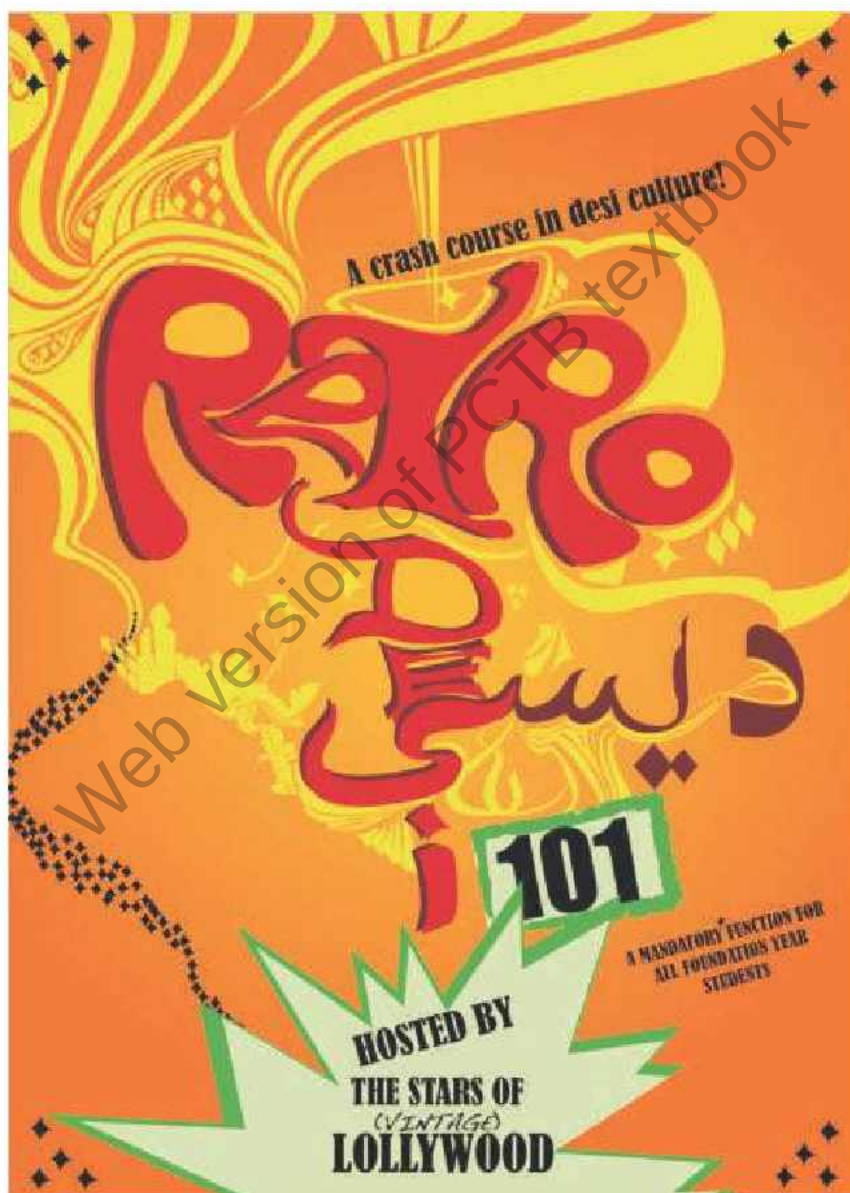


Figure 3.9 Textual Poster 1, prepared through PhotoShop

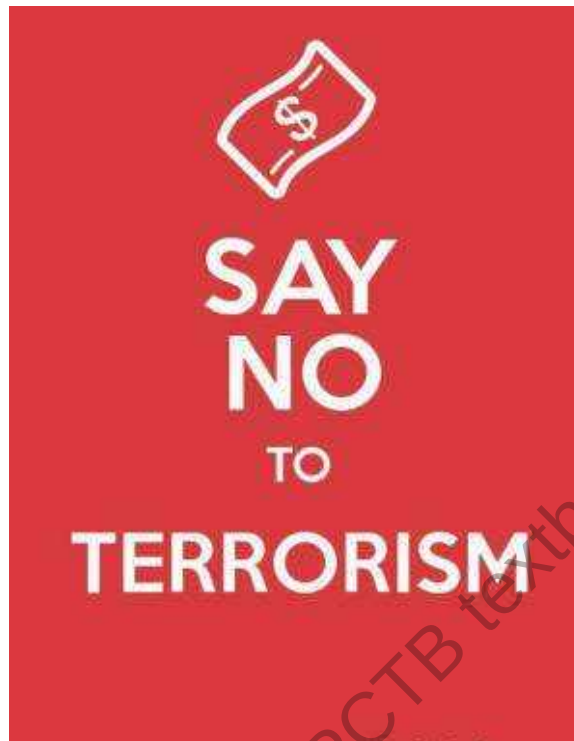


Figure 3.10 Textual Poster 2, prepared through computer added program



Figure 3.11 Textual Poster 3, prepared through computer added program



Figure 3.12 Textual poster 4, prepared through computer added program

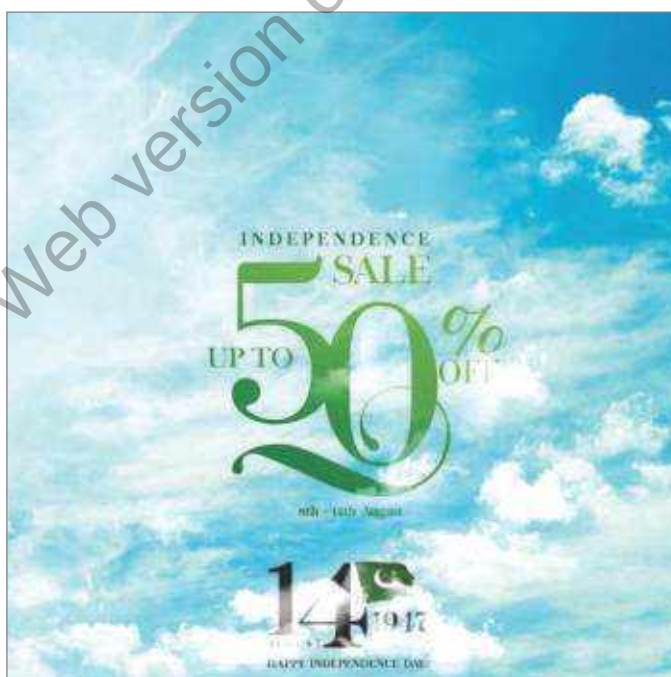


Figure 3.13 Textual Poster 6, prepared through computer added program

3.2. Illustrations

Illustration means a pictorial representation which can be explanation or interpretation of a text (story, poem, novels, history, and scientific knowledge), a concept or any past incident. Illustrations are usually created for making of story books, posters, teaching materials, video games magazines or news papers etc.

There are several kinds of illustrations and some of them are:

1. Scientific illustrations
2. Story books illustrations (comics for children, novels, poetry and dramas etc.)
3. Picture books illustrations
4. Fashion illustrations
5. Technical illustrations (architectural illustrations, archeological illustrations, illustrations etc.)

Examples #1 of illustrations

For this stage students will learn some basic level of illustrations for story books, picture books, or nursery rhymes of the children. The example number 1 is showing a very basic concept of illustration for a story book of children. One can observe the incident or event written in text is explained in picture form also. Children can learn the lesson from the text and visuals at a same time. Moreover such kind of pictures which are presented as a narration of the text enhances a child's interest in the story and ultimately gets the lesson easily (Figure 3.14 to 3.17).

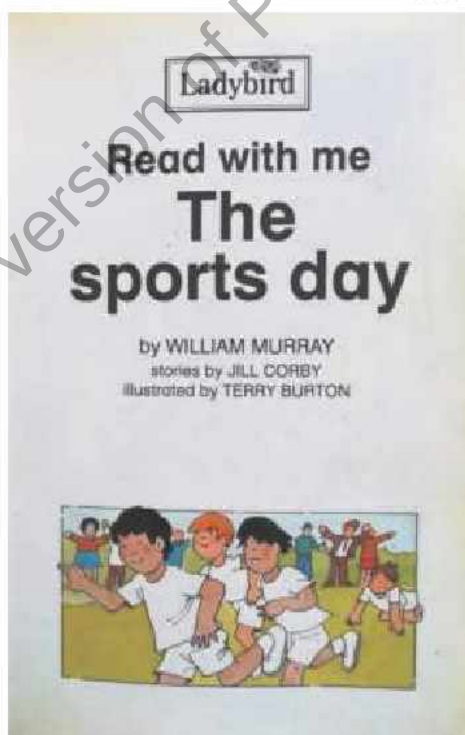


Figure 3.14 Example No.1,book illustration, Title page, Murray. William, Read with me: The Sports Day, (London: Ladybird Publications, 2011)

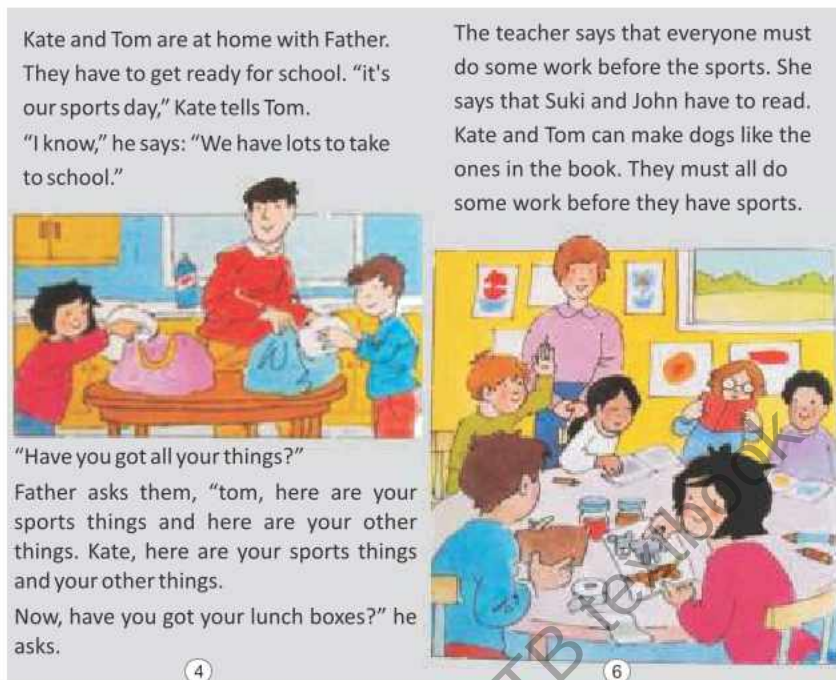
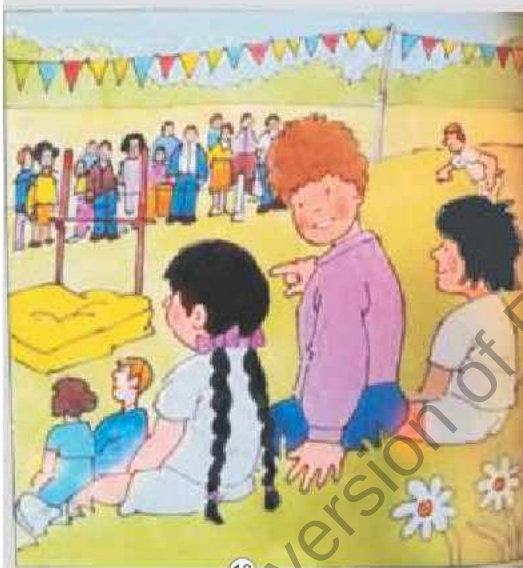


Figure 3.15 Example No.1, pages 4 and 6, Murray. William, Read with me: The Sports Day, (London: Ladybird Publications, 2011)



Figure 3.16 Example No.1, pages 9 and 10, Murray. William, Read with me: The Sports Day, (London: Ladybird Publications, 2011)

The teacher tells them that the big girls and boys have to jump as high as they can to get over. She sits with them and says. "If we sit here, we can see everything."



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All the boys and girls have done work. They are pleased with their budget and they are ready to go homes.



But before they go, they must take everything into school. The two girls help to take the ropes in, and the two boys help to take the nets in. Everything has to go in before the boys and girls can go home.

Now everything is in school and every one can go home.

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Figure 3.17 Example No.1, pages 18 and 40, Murray. William, Read with me: The Sports Day, (London: Ladybird Publications, 2011)

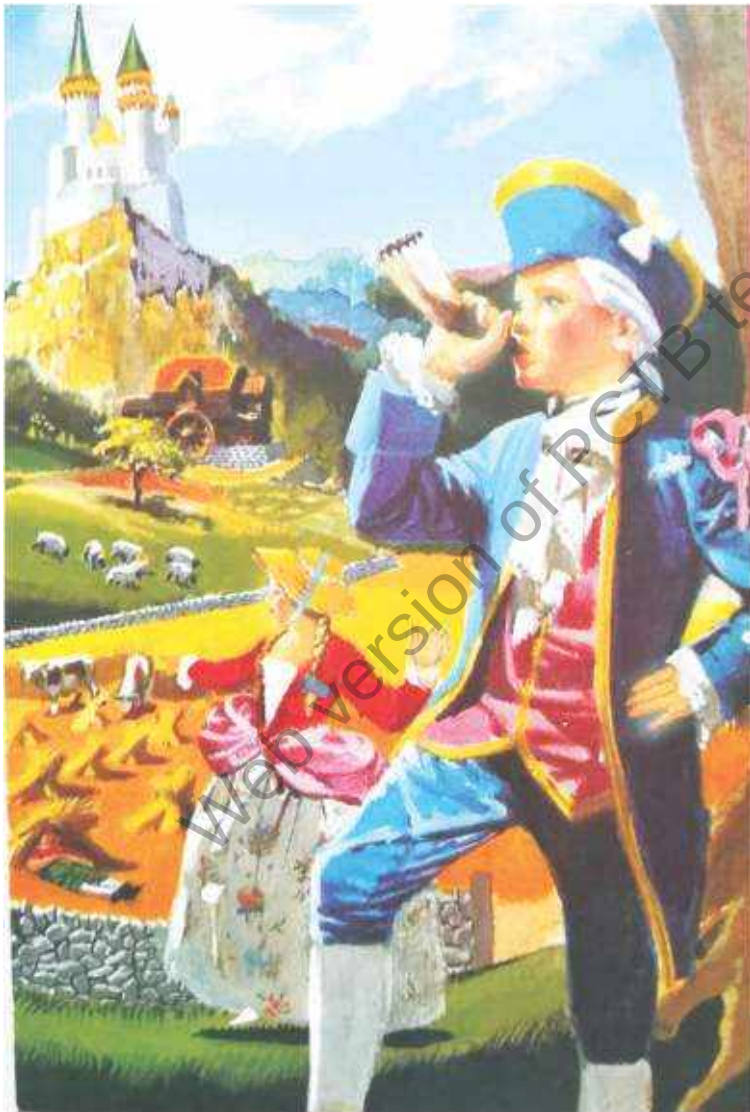
Example # 2

This example is from the category when the artists make illustration for any poetic verse or nursery rhymes. In this case they choose the most interesting part or the main characters to represent the situation. Following are some examples of illustrations of nursery rhymes (Figure 3.18 to 3.22).



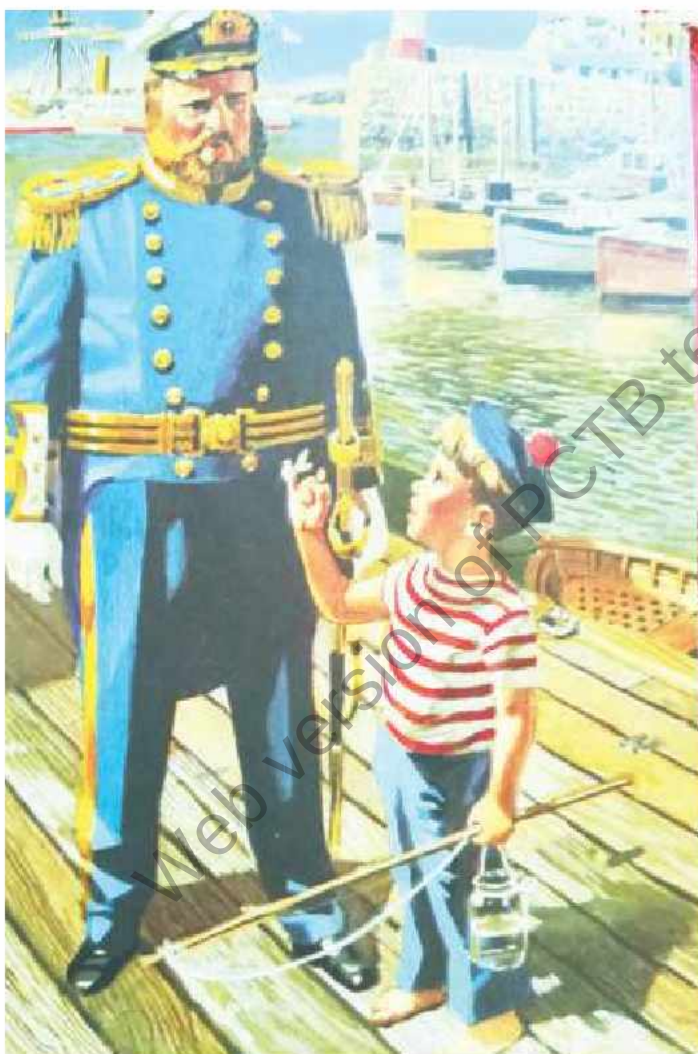
“Jack and Jill
Went up the hill
To fetch a pail of
water
Jack fell down
And broke his
crown,
And Jill came
tumbling after.”¹

Figure 3.18 Example No.2, Illustration by Frank Hampson, Jack and Jill, in A second Book of Nursery Rhymes, (England: Wills and Hapworth Ltd., Loughborough, 1966)



“Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.”

Figure 3.19 Example No.2, Illustration by Frank Hampson, Little boy blue, in A second Book of Nursery Rhymes, (England: Wills and Hapworth Ltd., Loughborough, 1966)



“One, two, three,
four, five
Once I caught a fish
alive,
Six, seven, eight,
nine, ten,
Then I let it go again.
Why did you let it
go?
Because it bit my
finger so
Which finger did it
bite?
This little finger on
my right.”

Figure 3.20 Example No.2, Illustration by Frank Hampson, One, Two, in A second Book of Nursery Rhymes, (England: Wills and Hapworth Ltd., Loughborough, 1966)

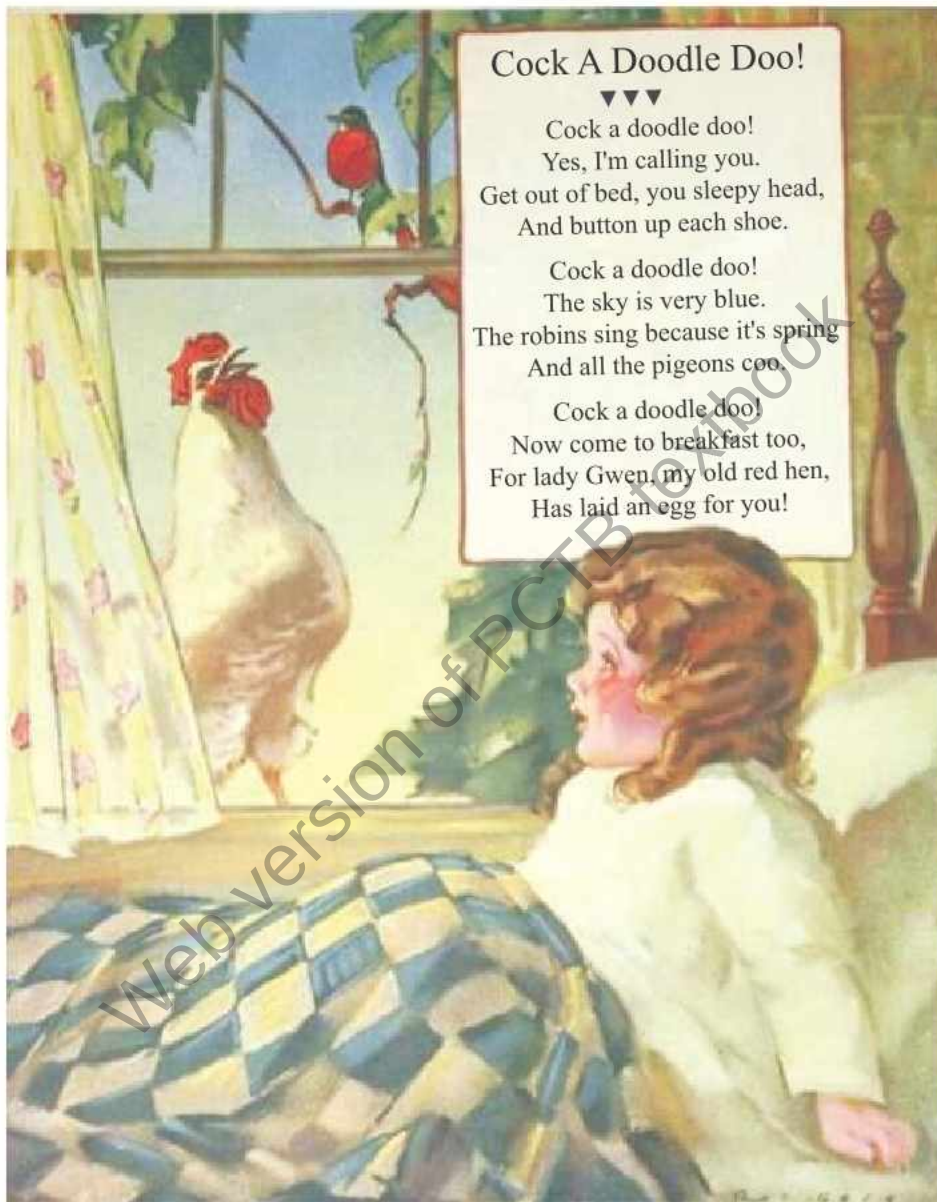


Figure 3.22 Example No.2, Illustration of Rhyme, Cock a Doodle Doo,
<https://www.pinterest.com/pin/91620173646058288/?lp=true>

Practice of Illustrations # 1

Make an illustration of any nursery rhyme (teacher may assign some poem or rhyme of Urdu language or in English).

Techniques: the students can use one of the following medium for this practice

1. Drawing
2. Water colour technique
3. Pastel colours
4. Poster colours
5. Mix media

Size: 10 X 20 inches

The students can also practice with digital media using CorelDraw, Photoshop, and Paintbrush

Practice of Illustrations # 2

Make a series of illustrations relevant to any story book or picture book for children (teacher may assign a particular story, story book or picture book in Urdu language or in English).

Techniques: the students can use one of the following medium for this practice

1. Drawing
2. Water colour technique
3. Pastel colours
4. Poster colours
5. Mix media

Size: 10 X 20 inches

The students can also practice with digital media using CorelDraw, Photoshop, and Paintbrush.

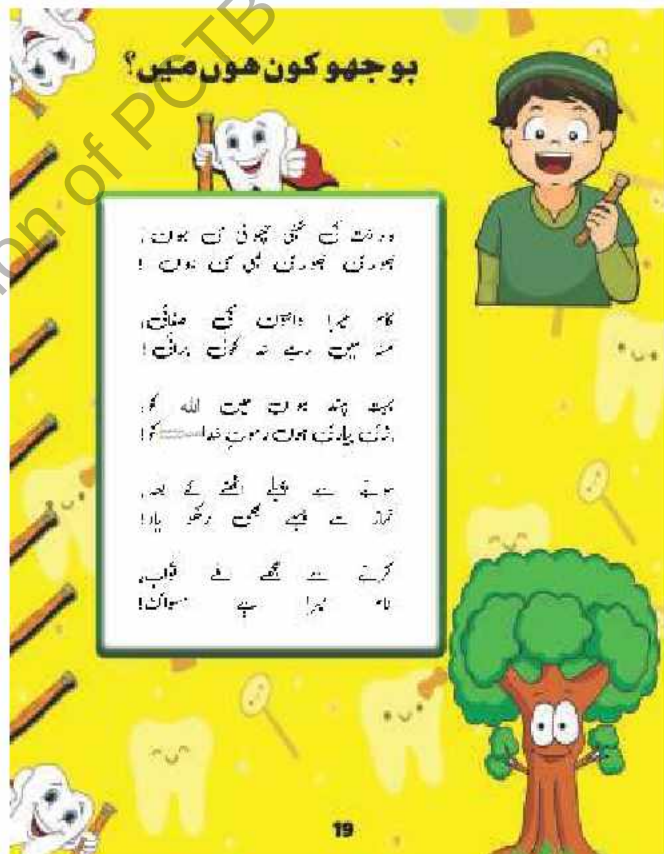


Figure 3.23 Example No.2, Illustration of Urdu Rhyme, Chirriya Ghar,
<https://www.pinterest.com/pin/555350197780107860/?lp=true>