



LIFE·PAC®

# Art

Student Book

Unit 3



Alpha Omega Publications®

# ART I: UNIT THREE

## DESIGN PERSONALITY

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# INTRODUCTION

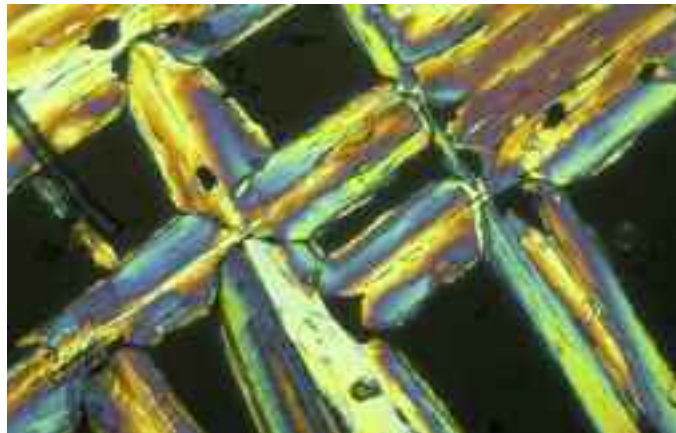
This Unit has two purposes, although these two purposes are very often closely related. Part one deals with design personality and part two with idea and concept generation techniques.

*Design personality* is a term artists and designers use to describe the process of self expression or communicating with others through art. Since most art is a means to express one's ideas and feelings, and a means to communicate with others, the language of design personality is very important.

Graphic design and advertising, as well as applied arts, are about communicating ideas. In most cases, an idea or concept is already present at the beginning of the creative process. Some fine arts, including painting, drawing, sculpture and so on, are more dependent on personal performance. The artist may know what they are trying to express,

but not how. Perhaps the urge to create is there, but the idea of what to create is not. In these situations techniques to develop ideas are integral to the creative process.

Creative thinking is a skill that can be applied to our daily lives. Creative thinking and problem solving skills make living easier.



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## OBJECTIVE

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this Unit.

When you have finished this Unit, you will be able to:

1. Demonstrate an understanding of how design can be effectively used to communicate.
2. List techniques that can be used to help generate ideas.
3. Demonstrate problem solving skills and creative thinking techniques.

In the space provided below, write what you think you will learn from this Unit, what you would like to learn, and why you are interested in this topic.

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**Note:** All vocabulary words in this Unit appear in **boldface** the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.



## LIST OF MATERIALS

For this Unit you will need to purchase a small bottle of India ink to use in the activities at the end of the Unit.

There is also a sheet of graph paper to tear out. When placed under your paper you can see the grid through the paper. This can be used as a guide when working with the grid activities.

## I. DESIGN PERSONALITY

The basis for design personality is very similar to the idea of color psychology. We associate certain shapes and textures with a specific mood, atmosphere, or sensation. Why? This question has a long and complex answer which has been the cause of endless argument. It is important for the artist to learn to manipulate the associations of those who view their work and thus evoke a mood, feeling or idea. In doing so, the artist helps people better understand what is being said.



Often, it is hard to believe that as different as people are, we all have common associations, such as black representing evil. This activity should help illustrate the point.

An **analog** is something which is similar, or analogous to, something else (thus the term *analogy*). Analogical thinking is the ability to see the similarities between seemingly different things. It is analogical thinking that allows this language of design personality to exist.

On the following page, you will see a series of nine boxes, each labeled with a word that describes an abstract concept. Using a pencil, illustrate or describe these concepts, without the use of repre-

sentational subject matter. For example, if the word is *love*, you must create a drawing depicting love without using commonly associated **symbols** such as hearts, people, cupids or arrows. You may not use words, just a variety of textures, values, lines and shading that can be created with your pencil. Sound tough? It's not as difficult as you might think. The key is to relax, not think too much and just let the pencil do the work. It also helps if you really concentrate on the meaning of the word.

You will also find several extra pages. Remove these and challenge other people you know to do the same activity.

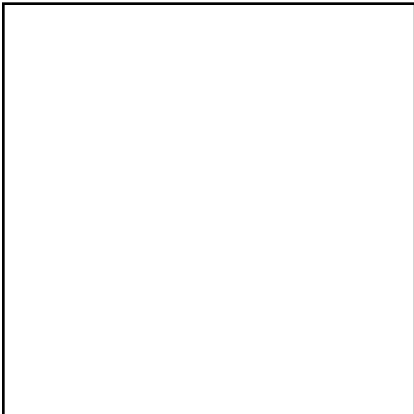
The work should be spontaneous, so put a two-to-three minute time limit on each box.

This activity may put pressure on, so don't get frustrated if you can't think of anything at first. (That's the idea!). Just keep the pencil moving in contact with the paper.

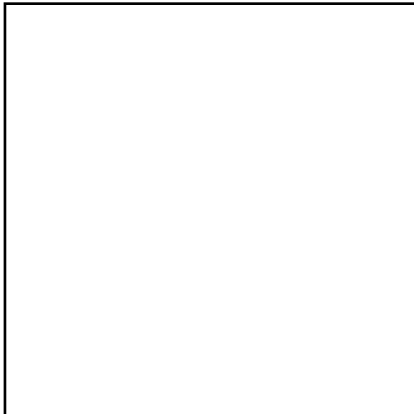


# ANALOG DRAWINGS

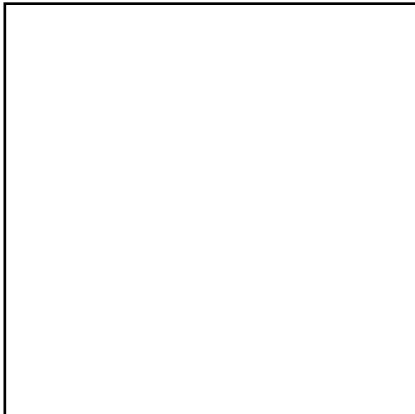
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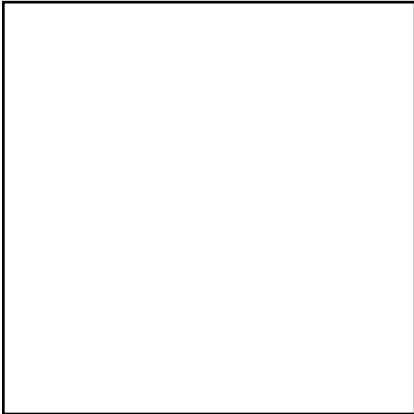
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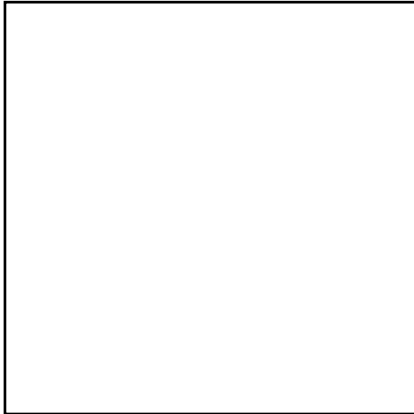
Love



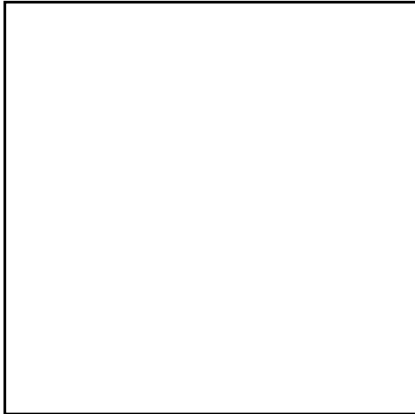
Anxiety



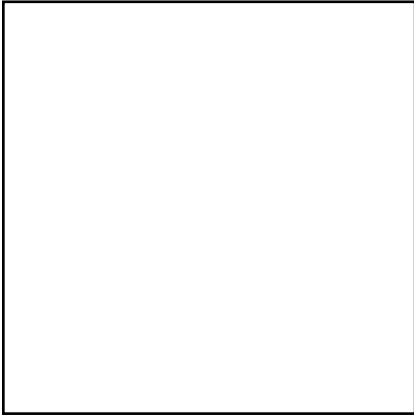
Depression



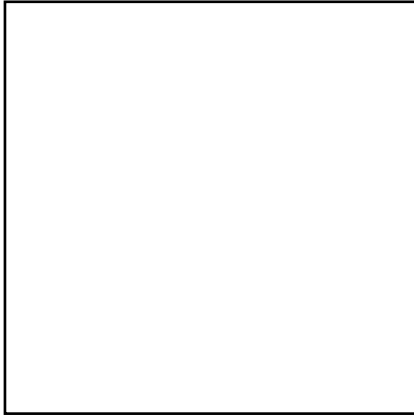
Tranquility



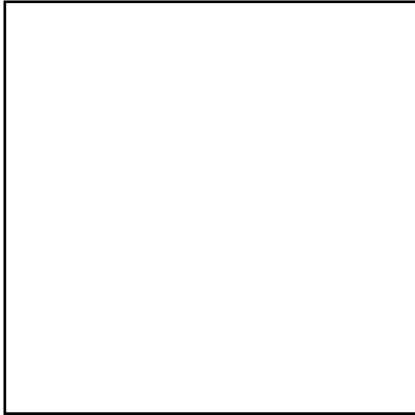
Happiness



Laughter



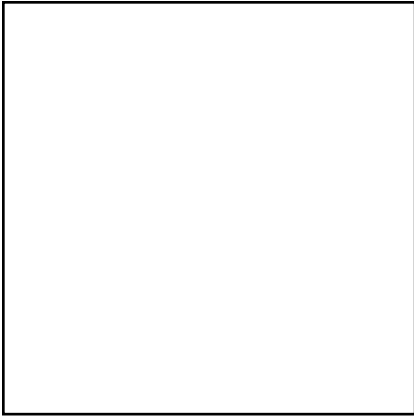
Confusion



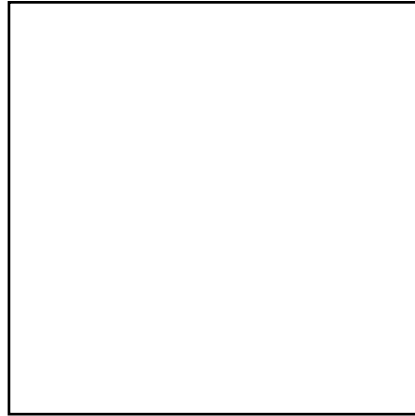
Singing

# ANALOG DRAWINGS

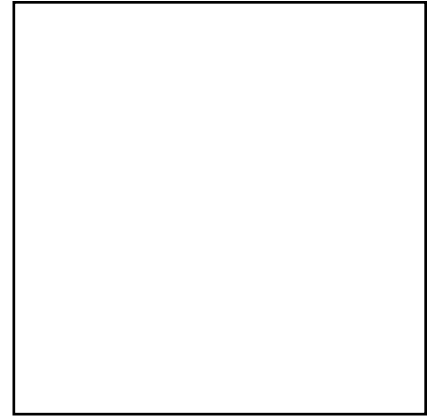
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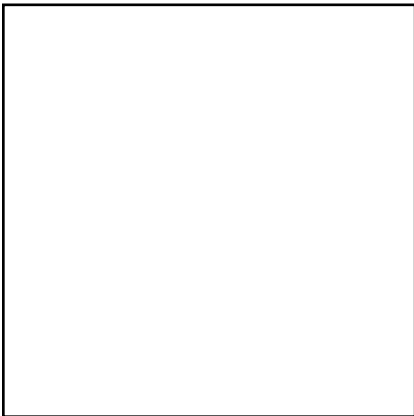
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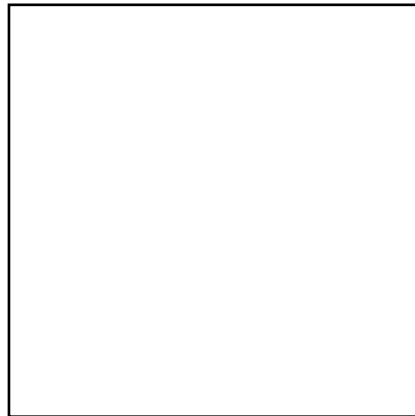
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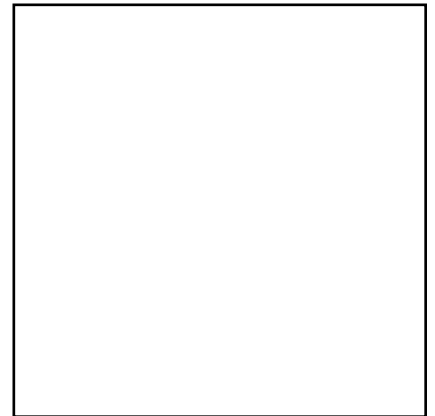
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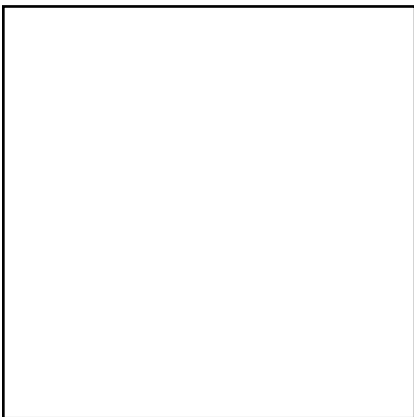
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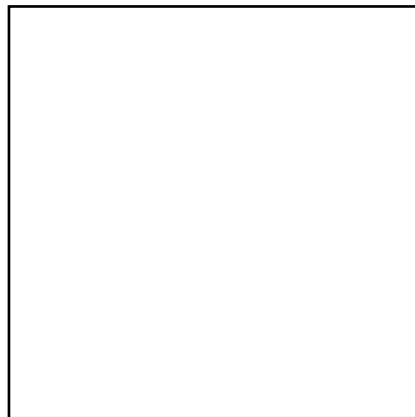
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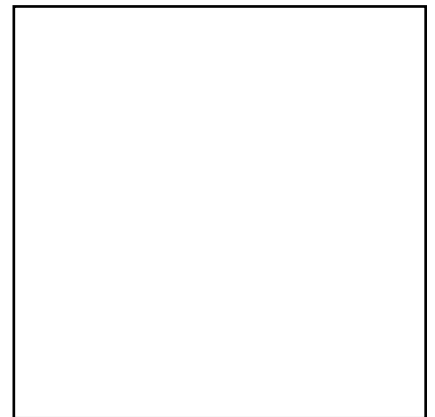
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Laughter



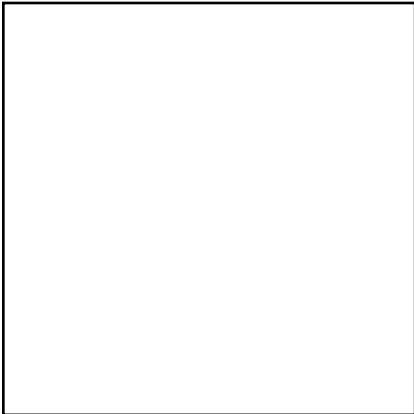
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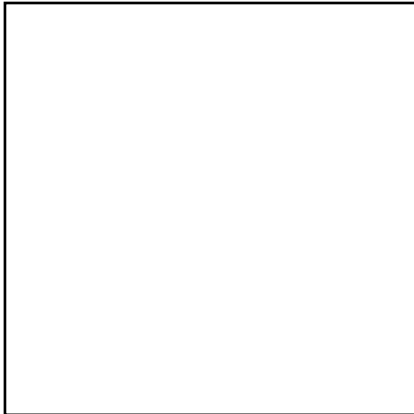
Singing

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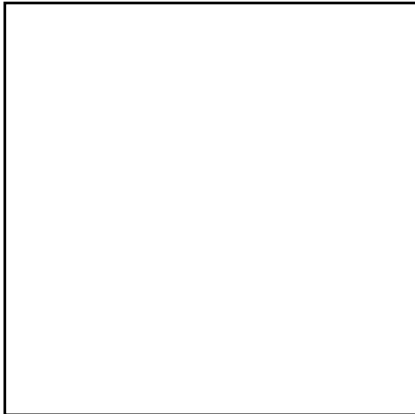
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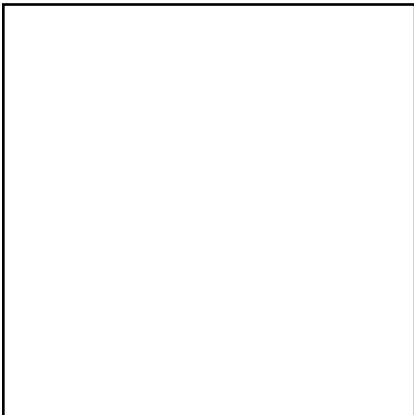
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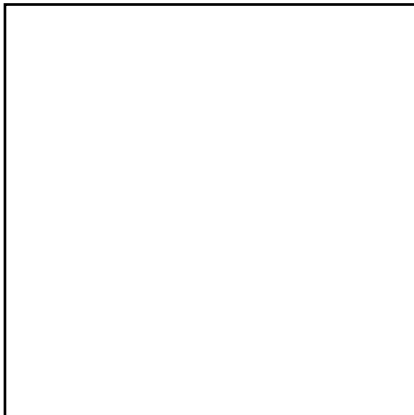
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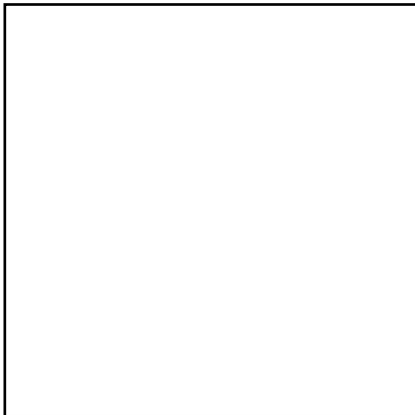
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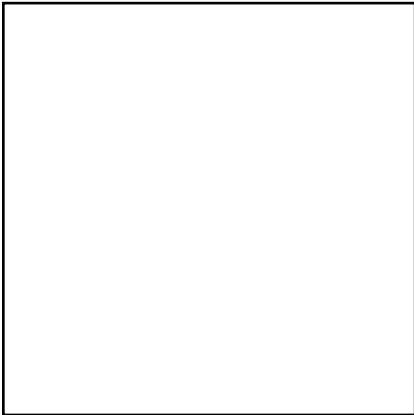
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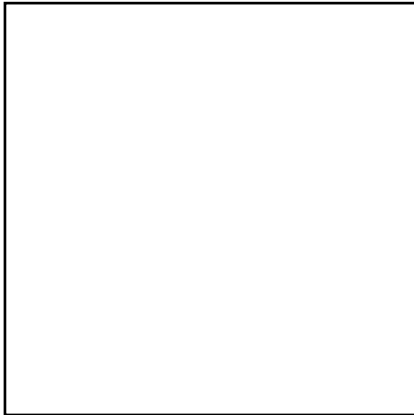
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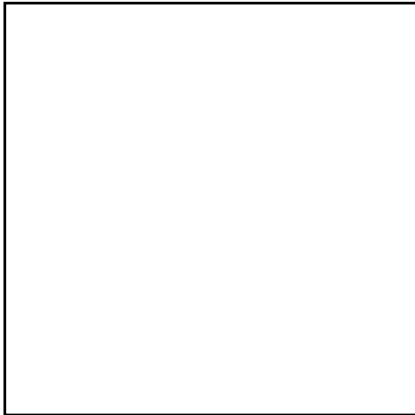
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Laughter



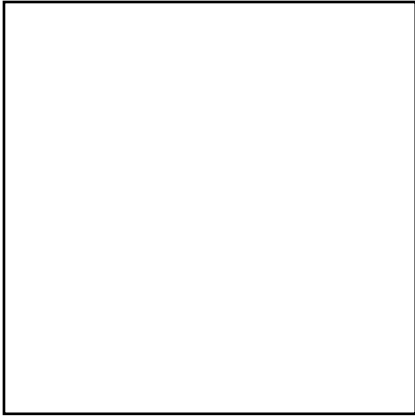
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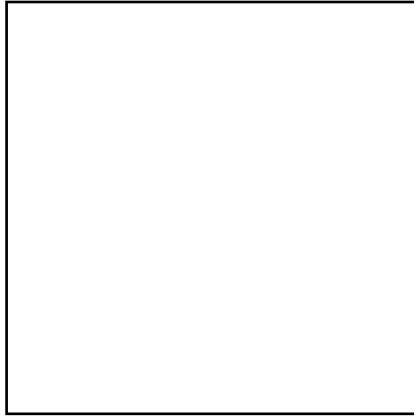
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# ANALOG DRAWINGS

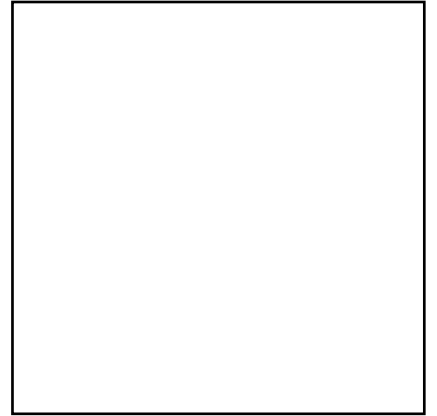
## Activity 1.1



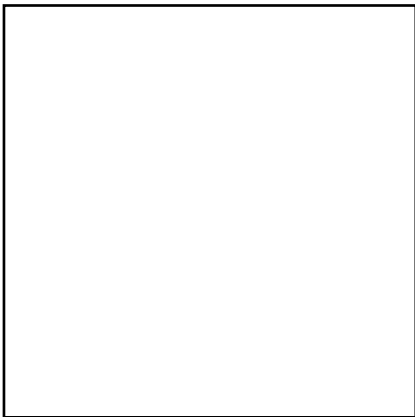
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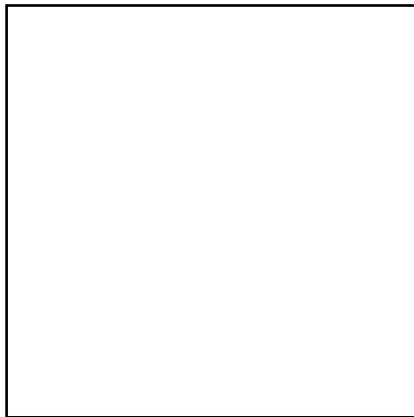
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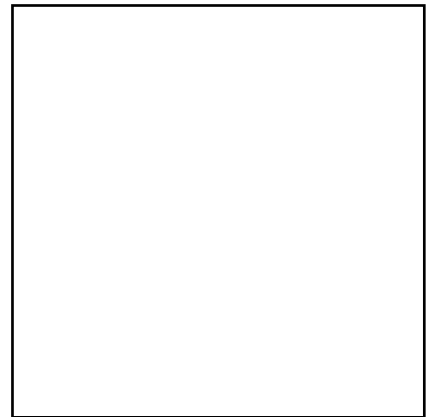
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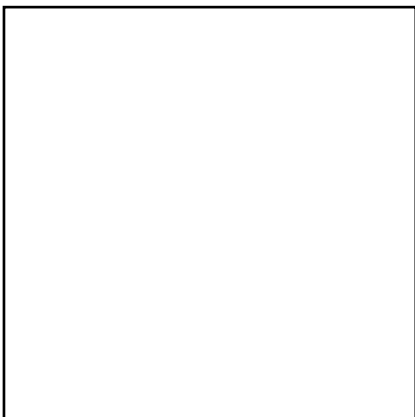
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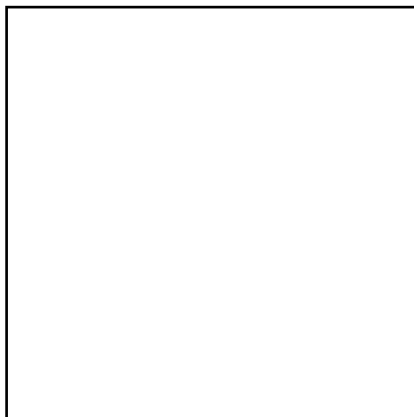
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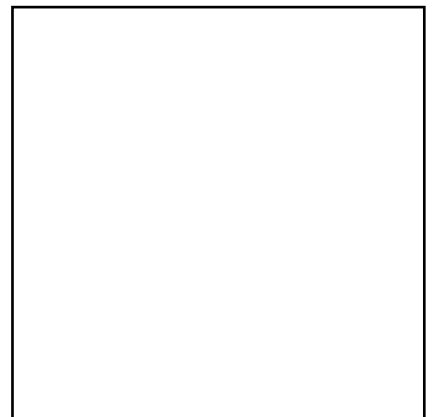
Happiness



Laughter

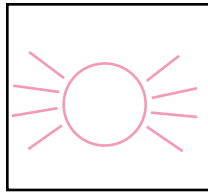


Confusion

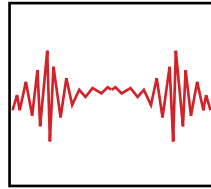


Singing

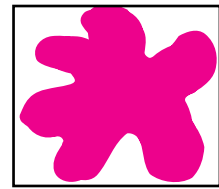




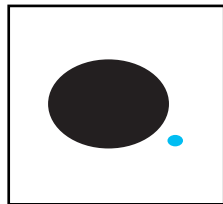
Kiss



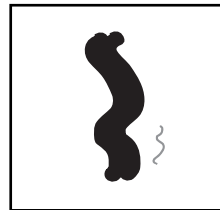
Kiss



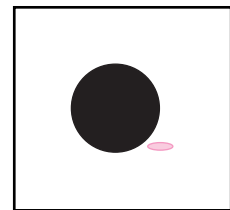
Kiss



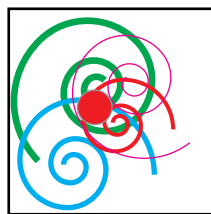
Bully picking on a small child



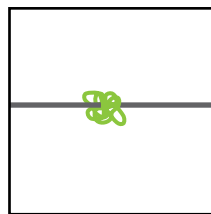
Bully picking on a small child



Bully picking on a small child



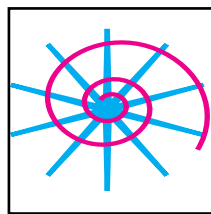
Upset stomach



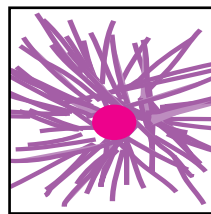
Upset stomach



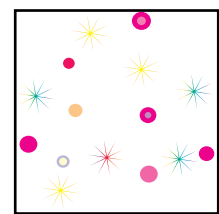
Upset stomach



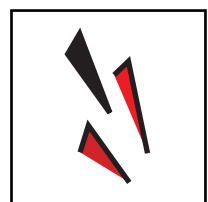
Joy



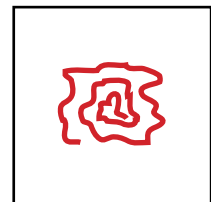
Joy



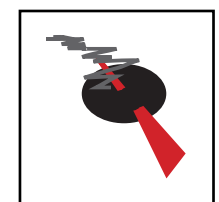
Joy



Headache



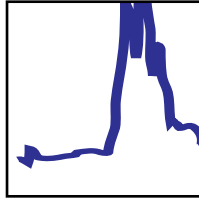
Headache



Headache



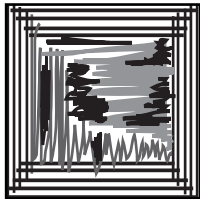
Anxiety



Anxiety



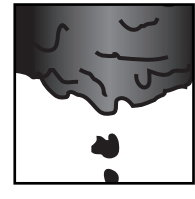
Anxiety



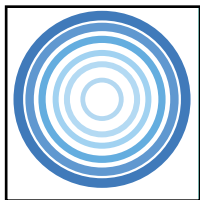
Depression



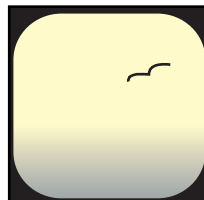
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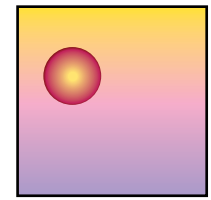
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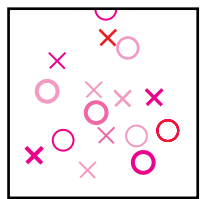
Peace



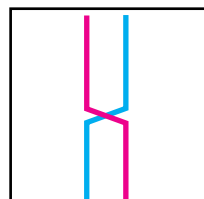
Peace



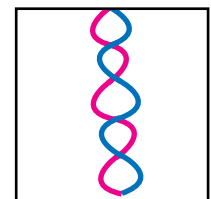
Peace



Love



Love



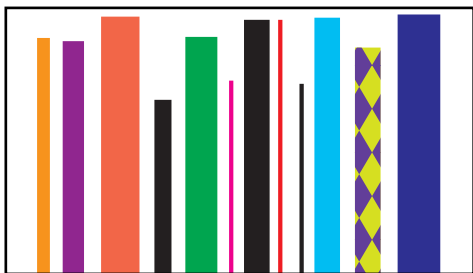
Love

Take the two previous analog sheets and look at them together. Compare the squares with those on this page. You will see that while no two are identical, (probably not identical) there are certain similarities. By looking for these similarities and defining them artists have created a visual

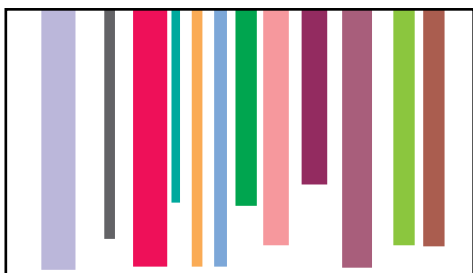
language. The language of design personalities. Design personality begins with manipulation of the elements of design: shape, line, texture and color which we covered in the second Unit. Now, let's look at the others.

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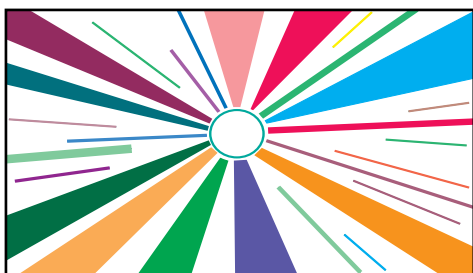
**LINE**—There are many different types of lines, each having its own special association.



Vertical lines tend to create a feeling of stress or tension and strength. Lines that rise towards the sky tend to be uplifting, like tall trees, high cliffs or the towers of the great cathedrals reaching towards heaven.



Lines that drop toward the ground usually create an equally strong feeling of oppression or pressure because they exert downward pressure.

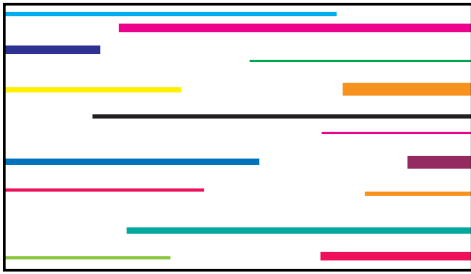


Diagonal and curved lines tend to create the illusion of movement and speed. They can help to create the feeling of energy and excitement in a design.



This feeling is accentuated when the lines grow in width from narrow to thicker. Curved lines that radiate have a very different look than radiating straight lines.

When working with lines you need to be aware of the fact that when a line becomes too thick it begins to resemble a shape.



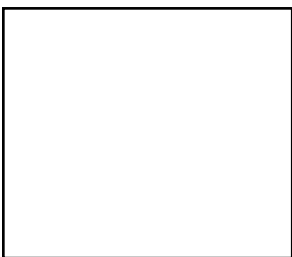
Horizontal lines tend to create a more relaxed or static feeling, much like a person lying down.

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**SHAPE**—Shape also can have quite a bit of impact on your design, not only the shapes in and of themselves, but the shapes created by your use of negative and positive space and the overall shape of the design.



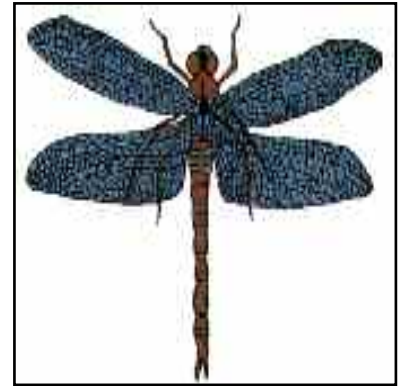
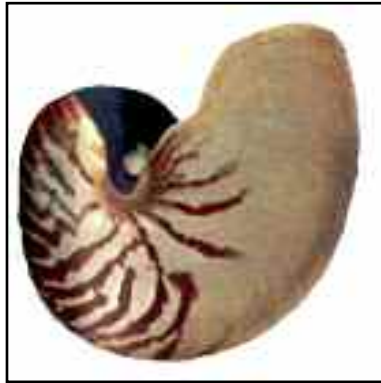
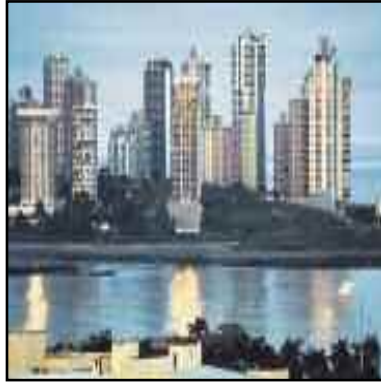
Sharp, jagged or highly angular shapes tend to create a more violent or energetic feeling. Hard-edged and geometric shapes are also considered more masculine in feeling.



The same basic design, using more curvilinear and smooth-edged shapes creates a more relaxed, much less tense feeling. Curved shapes are also usually considered more feminine in nature.



Curved shapes and lines are also more organic in appearance. It is rare to find **geometric** shapes or hard edges in nature. Geometric or hard edged shapes and angles are usually thought of as **organic** or man made. Take a look at the examples on the following page.



Look at the examples below and on the next page to see how the lines and shapes are used. How do they show mood or communicate?



ILLUSTRATION FROM *BERNIE WRIGHTSON'S FRANKENSTEIN*, BOOK BY MARY SHELLEY





Museum of Modern Art, New York.

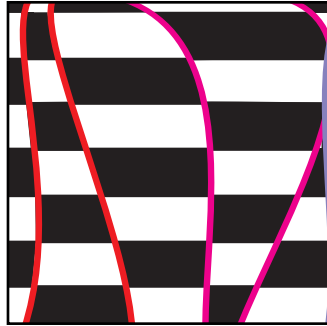
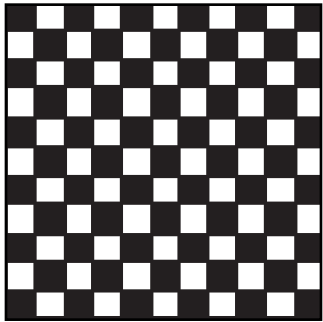
VINCENT VAN GOGH'S *STARRY NIGHT* (1889).



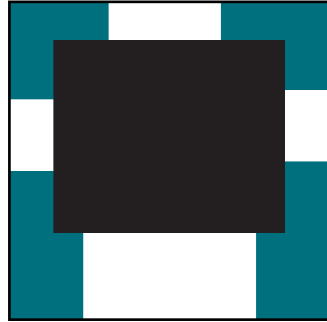
Activity 1.2

Below are several examples of non-representational design that has been altered in an attempt to show or communicate an idea or personality. In the empty squares in row two, draw an object and try to manipulate the parts to express the personality listed.

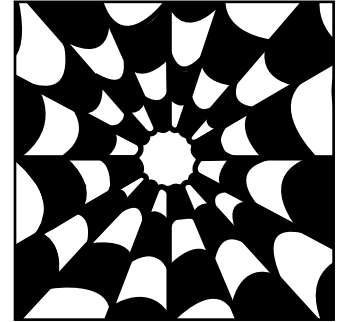
Feminine



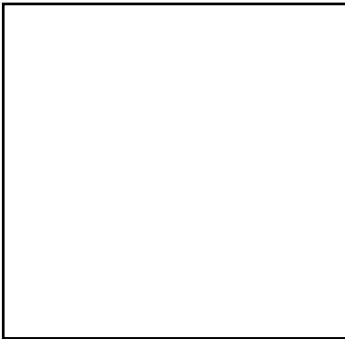
Masculine



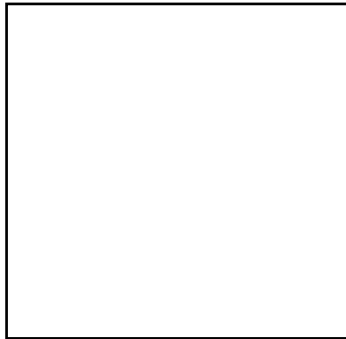
Organic



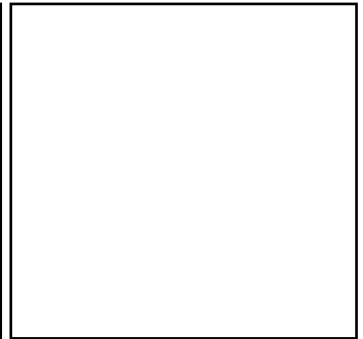
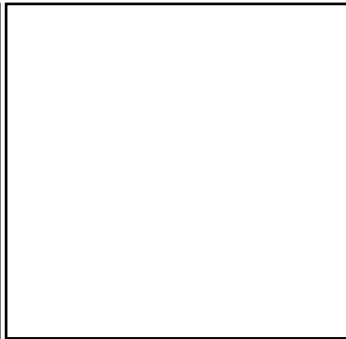
Feminine



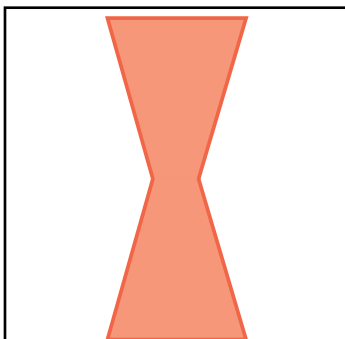
Masculine



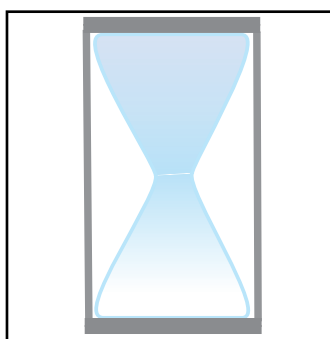
Organic



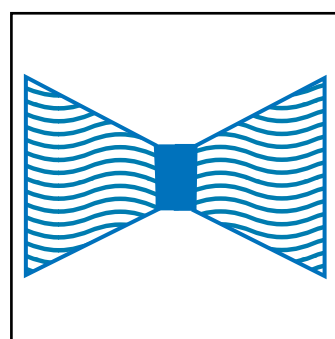
Feminine



Masculine

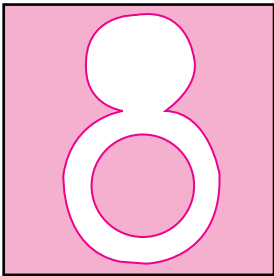


Organic

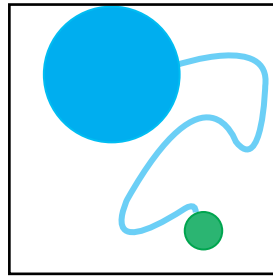


### Activity 1.3

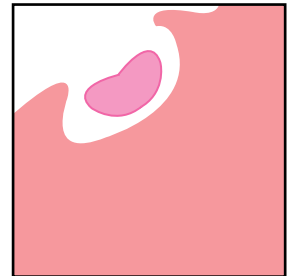
In this activity, you will be using shape and line only to help communicate abstract ideas or concepts. You must imagine the idea, using what you know about design personality along with your own inner feelings, attempt to create a non-representational image that will communicate the idea. Some examples are shown on this page to give some ideas how to proceed.



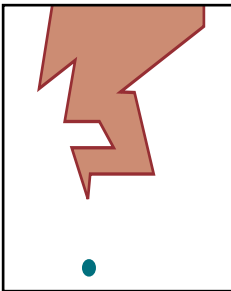
Mother & Child



Mother & Child



Mother & Child



Bully picking on child



Bully picking on child



Bully picking on child



Bird Singing

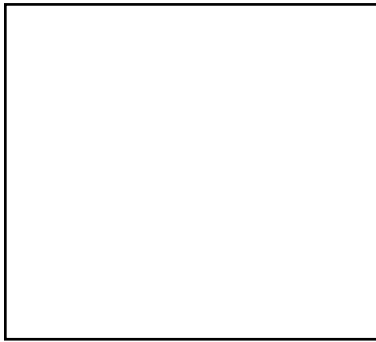


Rain on Window

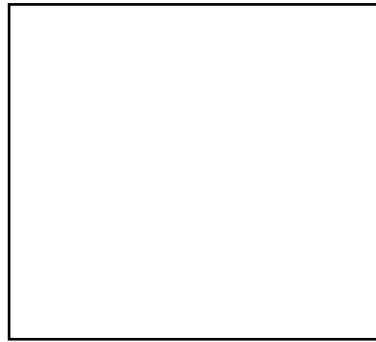


Kiss

Activity 1.3



Mother & Child



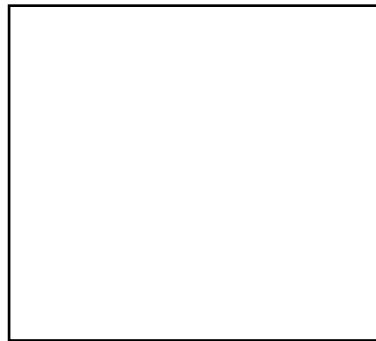
Bully picking on a small child



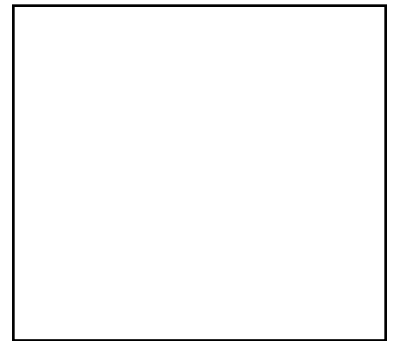
Car Crash



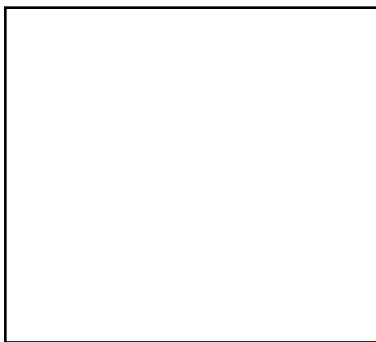
Breaking Glass



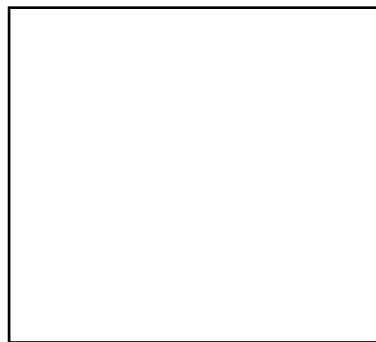
Thunder



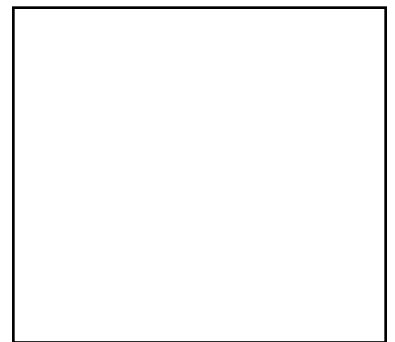
A Bird Singing



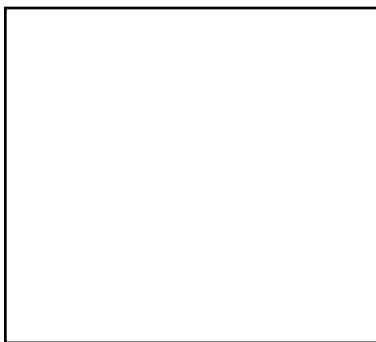
An Upset Stomach



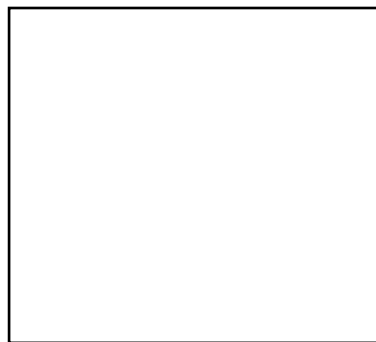
Rain on the Window



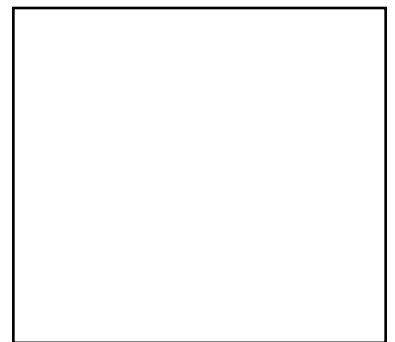
Crashing Waves



Tickling



A Kiss



A Blowing Nose

## Activity 1.4

For this activity, you will use all of the elements (line, shape, color, texture, value) to express an idea or concept. Remember what you know about design personality and color psychology. You will

be representing a noise or sound using non-representational imagery. Some examples have been provided on this page for you see how to proceed.



Envy



Envy



Tension



Tranquility



Peace



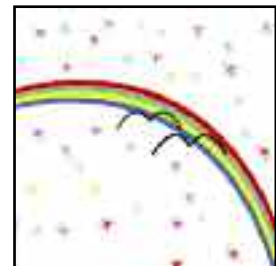
Peace



Anger



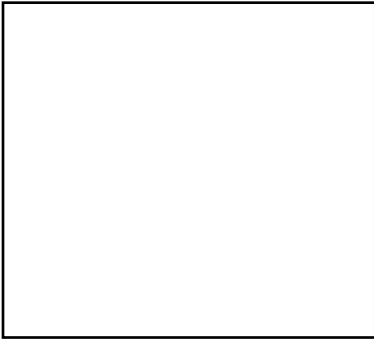
Anger



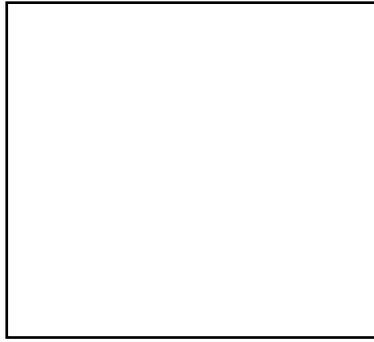
Love



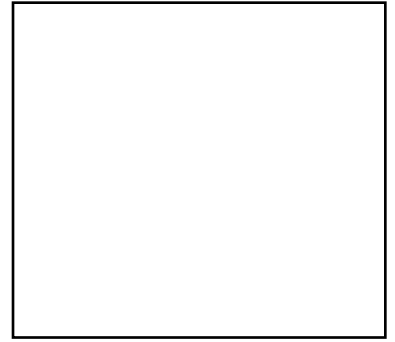
Activity 1.4



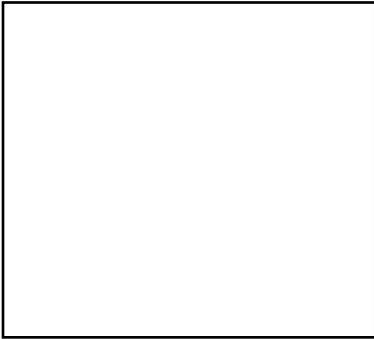
Fear



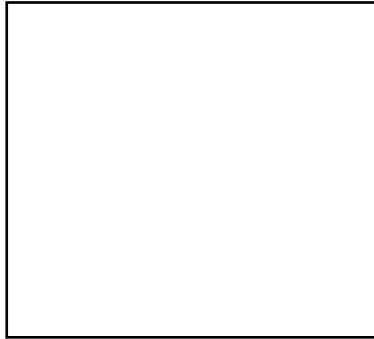
Joy



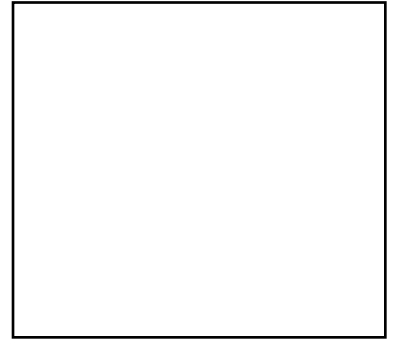
Anger



Love



Greed



Peace



Tranquility



Depression



Anxiety



Relaxation



Tension



Envy