

Unit 40: **Typographic and Layout Design**

Unit code:	A/502/5742
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● **Aim and purpose**

This unit aims to develop the skills, knowledge and understanding needed to design effective and creative page layout solutions using typography, page layout conventions and desktop publishing computer applications.

● **Unit introduction**

Typographic and layout design surrounds us in our everyday lives, from packaging and posters advertising events or products to websites and newspapers. Many people who use a computer for word processing and to produce layout designs have a basic knowledge of typographic and layout conventions. By developing understanding and skills in this area learners will be able to use typographic and layout design principles to produce informed and creative design solutions.

Designers need to know about number of areas relating to the wider art and design industry. Typographic and layout design is a working element of a number of areas in art and design, such as graphic design, image manipulation and web design. In this unit learners will develop knowledge and practical design skills relevant to designing page layouts. Learners will also be taught the correct use of a set of rules or conventions which are part of accepted typographic practice. They will be able to use the correct terminology relevant to a wide range of typographic applications and use their knowledge to develop ideas for applications such as page layouts, posters, corporate identity, signage, advertisements and CD booklets. Learners will be taught how to recognise factors that may improve or impair legibility and how to address these factors creatively. Learners will use industry standard desktop publishing and font design software as they work through the unit.

Whether designing for magazines spreads, posters, signage, web pages or packaging, using typographic and layout rules and conventions is accepted practice within the art and design industry.

This involves using relevant computer applications and incorporating grids through to legibility, scale and investigating copyright issues. To further complement this practical side of typographic and layout design learners should be taught to use the correct terminology in the context of what they are designing/producing. By understanding more about the terminology and conventions used in typographic design learners will be able to produce informed graphic design using type with a degree of subtlety and sophistication.

To further contextualise their work learners should present their ideas for this unit in an industry appropriate manner such as an exhibition, seminar, formal presentation or critique.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand typographic and layout conventions used in the work of others
- 2 Know terminology used within typographic and layout design
- 3 Be able to use computers and other media to develop typographic and layout designs
- 4 Be able to evaluate own typographic and layout design outcomes.

Unit content

1 Understand typographic and layout conventions used in the work of others

Conventions: correct practice of layout design; page layout, accepted rules eg grids and columns, theories (golden section), gutters, folios, information hierarchies, text flow, formatting, margins, header, footer, left, right.

Work of others: use a variety of sources; primary eg galleries, exhibitions, guest speakers; secondary eg internet, books, magazines, design examples

2 Know terminology used within typographic and layout design

Terminology: describe elements of typographic and layout design eg fonts, founts, typefaces, type families, punctuation, ligatures; type styles eg light, roman, regular, bold, black, italic, condensed, expanded, body copy, headings, tracking, kerning, leading, drop caps, serifs and sans serifs; special uses eg display, dingbats; pages or paragraphs of text eg indents, borders, panels; text and individual words eg leading, kerning, tracking, drop capitals, shadow, underlined; structure of a letterform eg counter, serif, ascender, descender, cap height, x-height,

3 Be able to use computers and other media to develop typographic and layout designs

Use computers: industry standard hardware eg computers, scanners, digital cameras; industry standard software eg current DTP applications, image manipulation, vector graphics software packages, word processing packages

Other media; eg hand drawn images, letterforms, thumbnails, roughs, collage

4 Be able to evaluate own typographic and layout design outcomes

Evaluate: technical language; qualities (technical aesthetic); opportunities; fitness for purpose

Present: show designs eg portfolio presentation, exhibition, critiques formal presentations; standard of presentation eg mounted prints, digital files, audio visual presentations

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 assess examples of layout design [SM, RL, IE, TW]	M1 compare and evaluate examples of typography and layout design	D1 use independently identified and evaluated examples of typography and layout design to inform ideas and opinions
P2 assess examples of typographic design [SM, RL, IE, TW]	M2 describe and use terminology and conventions	D2 define and use terminology and conventions comprehensively to produce exciting and innovative page layouts for set briefs
P3 identify terminology used in layout design [RL]	M3 produce effective page layouts and typographic designs for defined outcomes	D3 present own design outcomes fluently in terms of effectiveness, demonstrating an informed opinion.
P4 identify terminology used in typographic design [RL]	M4 present own design outcomes coherently in terms of effectiveness.	
P5 produce typographic and layout designs for a given outcome [CT, RL, SM]		
P6 review own design outcomes. [EP, CT, SM]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Delivery

Successful delivery of this unit should give learners opportunities to investigate all aspects relevant to layout and typography briefs such as the specified audience and the intended media, whether print or screen. Learners should be given a variety of specific tasks so that they can familiarise themselves with DTP, typography and page layout conventions and terminology.

Learners will become acquainted with the processes associated with page layout and typographic design. The use of demonstrations and discussion is suggested to contextualise learners' ideas with the given theme or assignment brief. Learners will need to be familiar with relevant terminology used in these areas of design and should be guided through the design process from ideas generation, using grids and page hierarchies, to applying typographic conventions and rules to produce outcomes. The unit will also involve them in evaluating their own final designs.

Most of the work for this unit will be carried out in studios or workshops but the learner work can be contextualised further by visiting galleries, exhibitions and studios. If possible, professional practitioners should also be involved in delivery through seminars, workshops or setting the assignment.

Tutors could consider integrating delivery of this unit with other relevant units learners are taking as part of their programme of study. Units such as *Unit 41: Words and Images in Graphic Design* and *Unit 50: Information Graphics* could be integrated successfully within an assignment brief.

For learning outcome 1, learners should be directed towards examples of the work of others, from examples such as the Bauhaus to present day designs. Learners will be encouraged to form opinions and be influenced by these examples by considering the effectiveness of typographic and layout design, and the use of visual elements, to achieve end results. Learners should also be encouraged to investigate examples using the internet, libraries and multi-media sources which will inform their learning by encouraging analytical and discussion skills.

For learning outcome 2, learners should be shown the main typographic conventions and accepted practices within page layout design such as the use of grids, columns and folios. It may be useful to analyse a variety of examples of typographic and layout design to emphasise how conventions have been applied. Learners should first be taught the accepted rules of typography and page layout design and then be encouraged to experiment with their own ideas whilst maintaining legibility and aesthetics.

For learning outcome 3, learners will need to demonstrate that they can develop ideas for typographic and layout design using computers and traditional media. In developing digital work learners should be encouraged to be experimental but also guided through the correct use of industry standard DTP software for the application or image manipulation software for images and vector graphics packs to work on drawings, logos and letterforms. An industry standard DTP software package should be taught to ensure that learners are able to be selective and controlled within a set of accepted conventions. Learners should be given the opportunity to develop ideas into final outcomes using traditional media such as drawing, painting, collage, and mixed media.

Learning outcome 4 involves learners being taught how to evaluate their own work effectively against a set of accepted criteria and the assignment brief. It would be beneficial at this stage for learners to refer back to the brief and assess their work against it. Learners should be shown how to present their work in a variety of ways including a portfolio, mounted work for an exhibition, formal or informal presentations and critiques.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit. Assignment 1: Designing for the Magazine Industry Introduction to brief. Discussion – initial thoughts. Potential, constraints, contexts. Possible outcomes. Idea generation.
Discussions and examples of layouts and typography: <ul style="list-style-type: none">• Past and present examples.• Different media – web, print.• Literal and abstract examples.
Assignment 2: Produce Designs for the Magazine Industry Supported study time: <ul style="list-style-type: none">• Production of sketchbook work, mood boards, thumbnails and roughs.• Annotation and research.• Idea development.• Informal discussions.• Learner-initiated study.
Workshops: <ul style="list-style-type: none">• Collage.• Using grids.• Layout hierarchies/typographic rules.• Copywriting.• Photography.• Software/hardware task and training.• Short studio-based challenges – thumbnailing workshop.• Learner initiated study and practise on workshop skills.

Topic and suggested assignments/activities and/assessment

One-to-one support:

- Individual learning plans.
- Time management.
- Formal discussion with tutors.
- Assignment feedback.
- Evaluations.
- Formal and informal presentation/discussion.

Peer assessment:

- Individual learning plans.
- Idea generation and development.
- Interim critique.
- Final critique.
- Discussion group.

Guest speaker:

- Designer.

Field trip:

- Exhibition.
- Museum.
- Studio.

Review of unit and assessment.

Assessment

To achieve a pass grade learners will be expected to provide evidence in the form of a sketchbook, electronic or paper based. Their design boards and annotated notes will show they have investigated layout and typographic conventions such as grids, hierarchies, use of folios, images etc within the work of others. Learners will need to be guided through how all can influence the development of their work and how to generate ideas, incorporating these findings, using basic idea generating techniques. Learners should produce evidence through sketchbook annotation, whether digital or paper based, interim critiques, computer printouts, individual learning plans that cover the learning that has taken place including the generation and development of ideas, the production, presentation and review of final outcomes. The level of understanding shown will be basic and links between own work and the work of others will be made but not explored in detail.

For P1, learners will be able to assess examples of layout design in a limited range of sources. The depth of analysis will be basic, and subtleties of design may not be considered in great detail. Evaluation will be satisfactory and describe the main elements in page design.

For P2, learners will be able to assess the different aspects of typographic design, explaining the differences between typefaces at a basic level. There will be some understanding of the different ways in which type is used to communicate ideas, with the response to but this will be limited. Descriptions will be adequate but not produced as effectively as work assessed at merit level.

For P3, learners will be able to list the terminology and conventions used in layout design. There will be a basic reference to work produced in evaluating examples of layout design. Appropriate language will be used in providing descriptions.

For P4, learners will be able to list the terminology associated with typography. They will demonstrate a basic understanding of typographic conventions and issues such as legibility.

For P5, learners will be able to produce a basic set of layouts and typographic designs for a given outcome. Ideas will be straightforward and will meet the brief. Alternatives and more individual ideas will not be explored in detail.

For P6, learners will be able to review their own design outcomes at a basic level. Insights and conclusions will be present but not as considered or coherent as work assessed at merit level.

To achieve the criteria for merit, learners should provide a variety of evidence in the form of digital or paper-based annotated sketchbooks, design boards and evidence of discussion.

For M1, learners will demonstrate that they have investigated the work of others effectively and purposefully, through comparison and evaluation. The range of examples considered is likely to be wider than for P1 and P2. Learners will show an ability to record and respond to the different examples of typography and layout design to reach more considered conclusions.

For M2, learners will demonstrate clarity in describing terminology and will be able to apply correct definitions of terminology and conventions in their analysis of individual pieces. The sense of enquiry will be more in depth than in work at pass level.

For M3, learners will be able to apply the results of their investigations in originating and developing of page layouts and typographic designs. Learners should show that they have a clear understanding of the use of layout and typographic conventions. A coherent and effective approach to the development of ideas and final solutions should be evident within learners' work. Justification of these ideas and solutions should also be evident in the form of written notes, verbal feedback and possibly learning journals. Learners will produce final designs that show an effective and thoughtful process of decision making has taken place.

For M4, learners will present their work for a given brief coherently to an effective standard of presentation, identifying how the design contexts, opportunities, constraints and communication issues of the brief have impacted on their design work.

For D1, learners will need to demonstrate they have a considered understanding of layout conventions and can use correct terminology confidently. They will be able to, independently, identify examples of layout and typographic design that they can show have influenced and informed their own design process. The range of examples considered will be well chosen and evaluated independently.

For D2, learners will show that they can apply this understanding creatively to the set brief using a wide variety of idea generation techniques which convey comprehensive knowledge of the conventions used within layout design. Ideas and outcomes will display innovative and exciting characteristics. Formal elements are likely to be applied in imaginative ways, such as compositional ideas, varying scale and so on.

For D3, learners should demonstrate confidence in presenting highly imaginative work produced in a variety of ways, including computer – generated outcomes and the use of traditional media. Work should be presented to high standard, and highlight and articulate how learner work has been informed by their understanding and application of typographic and layout design conventions.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P3, P4 MI, M2, M3 DI, D2	Assignment 1: Designing for the Magazine Industry	A designer briefed to research and develop ideas and design principles for a magazine front cover, contents page and double page spread.	Evidence to include the following: <ul style="list-style-type: none"> • sketchbook (paper-based or PDF) • research into examples of words or images • annotated notes • development of ideas (experiments with design ideas using traditional and digital media).
PI, P2, P3, P4, P5, P6 MI, M2, M3, M4 DI, D2, D3	Assignment 2: Produce Magazine Designs	Designer briefed to produce approved layouts/designs.	<ul style="list-style-type: none"> • Roughs, proofs and final designs, mounted to a professional standard. • Formal presentation/critique. • Overall evaluation of learner work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Letterforms and Words	Working with Graphic Design Briefs	Words and Images in Graphic Design
	Typography in Graphic Design	Graphic Image Making
	Graphic Ideas and Concepts	Website Design

Essential resources

Specialist graphic design studios and digital workshops will be required. These should be equipped with appropriate hardware, software and materials in order to fulfil the practical work in this unit. Access to digital media and design software is essential. A well-stocked learning resource centre should be available with appropriate research materials in the form of books, magazines and internet facilities.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to delivery of the programme in terms of work experience and future employment.

Vocational learning support resource include:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Links – www.businesslink.gov.uk

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for arts, crafts and design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Indicative reading for learners

Textbooks

Berger W – *Advertising Today* (Phaidon Press, 2003) ISBN 978-0714843872

Bergstrom B – *Essentials of Visual Communication* (Laurence King Publishing, 2008) ISBN 978-1856695770

Bernstein D – *Advertising Outdoors* (Phaidon Press, 2004) ISBN 978-0714843872

Cullen K – *Layout Workbook: A Real-world Guide to Creating Powerful Pieces* (Rockport, 2005) ISBN 978-1592531585

Dabner D – *Graphic Design School* (Thames and Hudson, 2004) ISBN 978-0500285268

Eskilson S – *Graphic Design: A New History* (Laurence King, 2007) ISBN 978-1856695114

Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001) ISBN 978-0714834498

Haslam A – *Book Design (Portfolio Series)* (Laurence King, 2006) ISBN 978-1856694735

Kane J – *A Type Primer* (Laurence King, 2002) ISBN 978-1856692915

Krause J – *Type Idea Index: The Ultimate Designer's Tool for Choosing and Using Fonts Creatively* (How Design Books, 2007) ISBN 978-1581808063

Lupton E – *DIY: Design It Yourself* (Princeton Architectural Press, 2005) ISBN 978-1568985527

Lupton E – *Thinking with Type: A Critical Guide for Designers, Writers, Editors and Students* (Princeton Architectural Press, 2004) ISBN 978-1568984483

Macmillan N – *An A-Z of Type Designers* (Laurence King, 2006) ISBN 978-1856693950

Pipes A – *Foundations of Art + Design: Second Edition* (Laurence King, 2006) ISBN 978-1856695787

Tschichold J et al – *The New Typography* (University of California Press, 2006) ISBN 978-0520250123

Zappaterra Y – *Editorial Design (Portfolio Series)* (Laurence King, 2007) ISBN 978-1856694339

Journals

Baseline

Computer Arts

Computer Arts Projects

Creative Review

Websites

www.computerarts.co.uk

www.creativereview.co.uk

www.dmoz.org/Arts/Graphic_Design/Typography/

www.ilovetypography.com/

www.limitedlanguage.org

www.microsoft.com/typography/default.msp

www.rsub.com/typographic/

www.typography.com/home/index.php?affiliateID=

www.webstyleguide.com/type/index.html

www.wpdfd.com/issues/23/typography/

Computer Arts magazine

Creative Review magazine

Open directory of links to typography resources

Typography site run by a graphic designer

Discussion on visual communication

Microsoft typography website

Timeline, history and examples of typography, not attributed

Typography site run by Hoefler & Frere-Jones

Site dedicated to usability of websites

Web page design for designers, not attributed

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	discussing assignment requirements researching and annotating evaluating work
Creative thinkers	generating ideas developing final outcomes evaluating work
Reflective learners	evaluating own work and that of others presenting ideas and final solutions
Team workers	generating ideas developing software and hardware skills
Self-managers	researching and annotating developing ideas and final solutions managing time and workload
Effective participators	generating ideas assessing peers discussing work.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	giving feedback on assessment decisions
Team workers	discussing ideas
Self-managers	organising time and managing resources effectively
Effective participators	participating in critiquing own work and that of others.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching examples of words and images developing and producing final outcomes
Manage information storage to enable efficient retrieval	backing up digital files effectively
Troubleshoot	working through any issues arising using correct procedures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding related examples to support development of ideas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	finding and use relevant information to support the development of ideas and the formulation of opinions
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	researching, developing ideas, producing final outcomes
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	preparing materials with regard to: scale
Identify the situation or problem and the mathematical methods needed to tackle it	paper sizes and formats font sizes
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting ideas
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	following up assignment opportunities, contexts and constraints
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	annotating ideas writing evaluations.