

ALBERTA DISTANCE LEARNING CENTRE

Art 10 FNA1400

Assignment Booklet 7 Lesson 7: Posters and Calligraphy

Student's Questions and Comments

FOR STUDENT USE ONLY

(If label is missing or incorrect)

File Number: _____

FOR ADLC USE ONLY

Assigned to _____

Marked by _____

Mark: _____ %

Date Received: _____

Please use the correct preprinted label for this course and Assignment Booklet.

Name _____

Address _____

City/Town _____

Province _____

Postal Code _____

Apply Assignment Label Here

Summary

	Total Possible Marks	Your Marks
Lesson 7		
TOTAL		

Teacher's Comments

Teacher's Signature

CANADIAN CATALOGUING IN PUBLICATION DATA

FNA1400

Art 10

Assignment Booklet Package

ISBN: 978-1-927090-72-5

Copyright 2013

Alberta Distance Learning Centre

4601 - 63 Avenue

Barrhead, Alberta Canada T7N 1P4

Alberta Distance Learning Centre acknowledges with gratitude the contribution of Distributed Learning Branch, Alberta Education, in the preparation of these materials.

All rights reserved. No part of this courseware may be reproduced, stored in a retrieval system, or transmitted in any form or by any means – electronic, mechanical, photocopying, recording, or otherwise – without written permission from Alberta Distance Learning Centre.

Printed in Canada

Alberta Distance Learning Centre has made every effort to acknowledge original sources and to comply with copyright law. If errors or omissions are noted, please contact Alberta Distance Learning Centre so that necessary amendments can be made.



Alberta Distance Learning Centre website:

<http://www.adlc.ca>

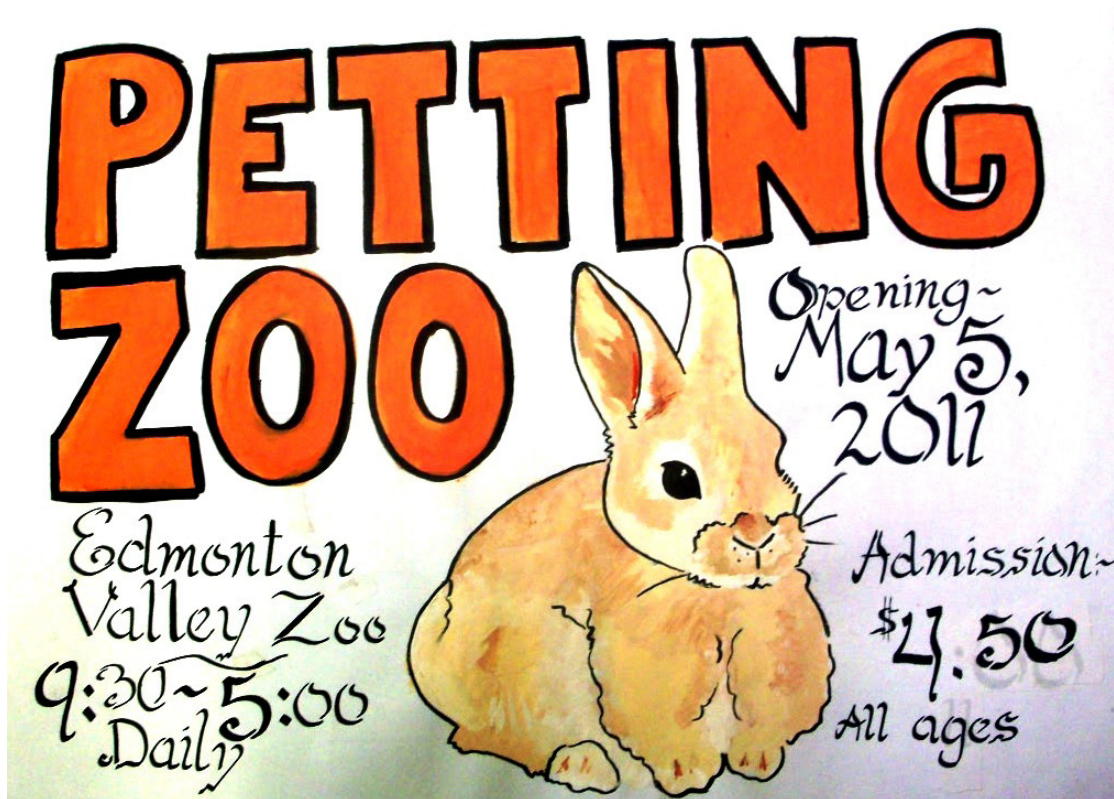
The Internet can be a valuable source of information. However, because publishing to the Internet is neither controlled nor censored, some content may be inaccurate or inappropriate. Students are encouraged to evaluate websites for validity and to consult multiple sources.

Note: Users of Courseware Produced by Alberta Distance Learning Centre

Much time and effort are involved in preparing learning materials and activities that meet curricular expectations as determined by Alberta Education. We ask that you respect our work by honouring copyright regulations.

Art 10

Lesson 7



Student Example – by Mandie J

Posters and Calligraphy

Instructions for Submitting Assignment Booklets

1. Submit Assignment Booklets regularly and **only one Assignment Booklet at one time**. This allows your teacher to provide comments you can apply to subsequent work.
2. **Check the following** before submitting each Assignment Booklet:
 - Are all assignments complete?
 - Have you edited your work to ensure accuracy of information and details?
 - Have you proofread your work to ensure correct grammar, spelling, and punctuation?
 - Did you complete the Assignment Booklet cover and attach the correct label?

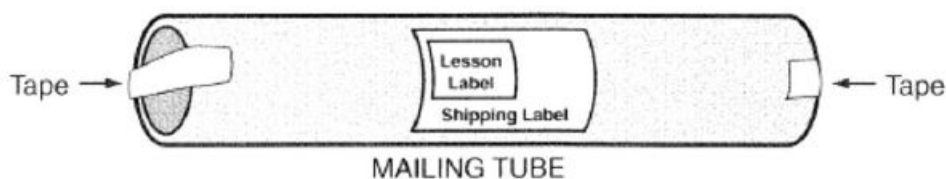
Preparing the Assignment Booklet

Ensure that the lesson number on the label is the number on the Assignment Booklet. Peel the corresponding preprinted label for the Assignment Booklet from the backing and apply it to the appropriate space on the cover page.

- **Never** use tape or staples to attach the label to the Assignment Booklet.
- **Do not** put the preprinted label on the **outside** of the mailing envelope.

Preparing the Mailing Envelope or Mailing Tube

- The **mailing envelopes** provided are pre-addressed to ADLC. Attach your return address.
- Some courses provide **mailing tubes**. Roll your assignment(s) and Assignment Booklet and insert them into a mailing tube. Seal the tube and apply the correct label to a shipping label provided. Affix the shipping label to the outside of the tube. When your submission is returned, you can re-use the mailing tube for subsequent lessons.



© ADLC

Submitting to an ADLC Office

If you reside near an ADLC office (Barrhead, Edmonton, Calgary, or Lethbridge), you may drop your submissions directly at the office.

Using Postal Mail

Determine sufficient postage by having the envelope or tube weighed at a post office. (Envelopes less than two centimetres thick receive the most economical rate.)

Submitting Electronically

Upload your assignment to your marker's dropbox for grading.

1. Hand-written or word-processed documents must be scanned into PDF form.
2. Save the file to your computer as directed or with your name and assignment number, such as **SmithChrisArt10A1**.
3. Go to **www.adlc.ca**, choose **Online Course Login** from left-hand side of screen, and login using your ADLC username and password.
4. Select **course name** (such as *Art 10 PR - Electronic Lessons*) from your list of courses.
5. Select **Assessments** tab from the top of screen, choose **Dropbox**, and scroll to your **marker's name** and/or the **unit** on which you are working.
6. Under **Submit Files**, select **Add a File**; then, select **Browse** from the pop-up window. Select your assignment file and **Upload**.
7. Select **Submit** to send your assignment to your marker. Your marked assignments will be returned to you electronically through your dropbox.

Art 10

Assignment Booklet 7

Assessment

Successful completion of this course requires you to do the following:

1. **Complete all sections in each Assignment Booklet to the best of your ability.**
Incomplete Assignment Booklets will be returned unmarked.
2. **Achieve at least 40% on the final exam.**
3. **Achieve a final course mark of at least 50%.**

Process

- **Read the course material** before working on the activities in this Assignment Booklet. The *Art 10 Information Booklet* contains the information necessary for successful completion of your work.
- **Proceed carefully** through each assignment. Reflect upon your answers and prepare your written responses to communicate your thoughts effectively. Time spent in planning results in better writing.
- **Proofread your work** before submitting it for marking. Check for content, organization, paragraph construction (if applicable), grammar, spelling, and punctuation.
- **If you encounter difficulties or have any questions**, contact your teacher at Alberta Distance Learning Centre for assistance.

Format

If you choose to use a **word processor** for your written work,

- format your work using an easy-to-read 12-point serif font such as Times New Roman
- include your full name and student file number as a document header
- double-space your final copy
- staple your printed work to this Assignment Booklet

Avoid **plagiarism** by acknowledging all sources you use. Contact your teacher if you are uncertain how to document sources. Although you are encouraged to work collaboratively and discuss various aspects of this course with others, all submitted work must be your own.

Our Pledge to Students

Alberta Distance Learning Centre is committed to helping students achieve their educational goals. We look forward to assisting students who are sincere in their desire to learn. Students may contact their course teacher(s) by phone, e-mail, fax, Skype, or in person at an Alberta Distance Learning Centre office.

Barrhead

4601 - 63 Avenue
Barrhead, Alberta T7N 1P4
Phone 780-674-5333
Toll-free 1-866-774-5333
Fax 1-866-674-6977

Edmonton

300 HSBC Building
10055 - 106 Street NW
Edmonton, Alberta T5J 2Y2
Phone 780-452-4655
Toll-free 1-866-774-5333, ext. 6100
Fax 780-427-3850

Calgary

341 - 58 Avenue SE
Calgary, Alberta T2H 0P3
Phone 403-290-0977
Toll-free 1-866-774-5333, ext. 6200
Fax 403-290-0978

Lethbridge

Professional Building
712 - 4th Avenue South
Lethbridge, Alberta T1J 0N8
Phone 403-327-2160
Toll-free 1-866-774-5333, ext. 6300
Fax 403-327-2710

Posters and Calligraphy

We have innate desires to create and design. These urges to decorate were taken to great heights by monks who spent their lives hand-lettering and illustrating the Bible and other sacred manuscripts. This laborious process included filling the outlines of capital letters with intricate drawings of animals, figures, and plants that often were embellished with *gold leaf* (gilding). Today, gold leaf is used in similar decorating. Gold leaf is like thin tin foil, but it is more fragile and difficult to work with. It is applied to paper with a special adhesive and can be burnished later. The term *illumination* (to light up) was used to describe the gilding process because light reflected from the gold. The initial letters in elaborate old manuscripts told visual stories because the text contained few pictures.



Romanesque Manuscript, 1160-1180. "Initial P with Elijah",
Winchester Bible Illustration. © ADLC

a monk could spend most of his lifetime working on just one book! As more books were printed, the traditional hand lettered method of illumination disappeared. Until the Guttenberg press was invented, only the privileged could read, and therefore, could want to own a book.

Note the type of lettering on this example. It is called **Old English** style of lettering. Such beautiful lettering with thick and thin strokes is called calligraphy. Strokes such as these are constructed with pens and sometimes brushes. After you have practised lettering on pages 3 to 8, you will learn about making posters. You can use your new lettering skills in your poster assignment at the end of this lesson, or you may create your own font.

The reproduction to the left shows Elijah the prophet being taken up to Heaven in a fiery chariot. His cloak falls for Elisha, who will be the next prophet. In the curve of the *P*, Elisha rebukes the messengers of an evil king. Notice how the images have been designed to fit the *P* shape. This example was lettered about 700 years ago.

With the advent of the Guttenberg printing press in the 15th century, books could be produced in larger quantities. Until then,

Calligraphy

Calligraphy is a decorative way of lettering of which there are many styles.

Italic Style

This section shows you how to letter in the *Italic* style. By using a calligraphic marker that you purchase from a stationary or art store, you can begin learning how to letter.

Calligraphic, chisel-shaped markers are sold in various widths such as 2.0 mm, 3.5 mm, and 5.0 mm. Many colours are available. You may wish to use *Italic* lettering in the poster assignment.

Italic lettering consists of wide, narrow, and angled strokes. To make various kinds of strokes, you must hold your chisel-shaped felt pen at various angles. This requires practice. The photographs below show you how to hold the pen to achieve a wide stroke.



© DLB

Hold the pen like this to produce a wide horizontal stroke.

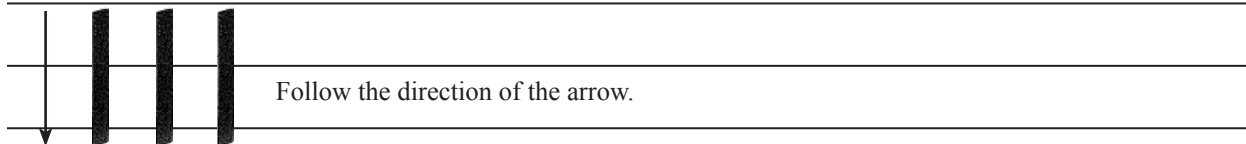
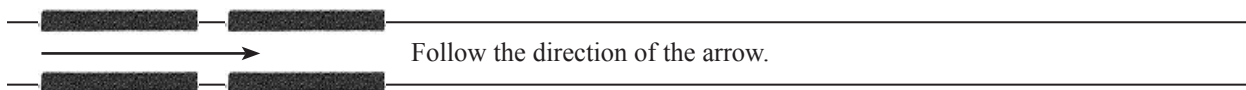


© DLB

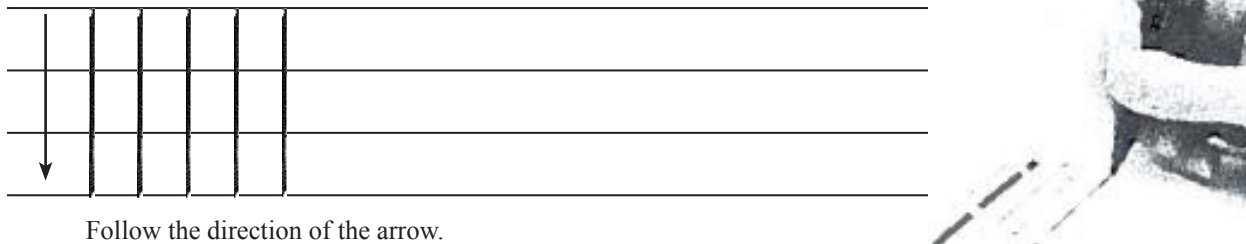
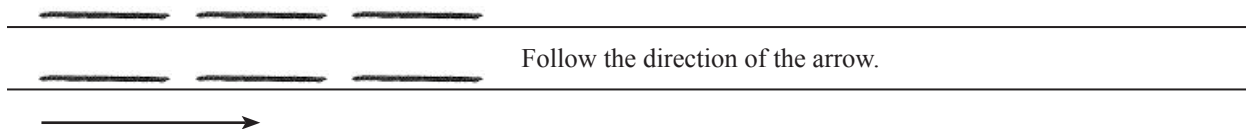
Hold the pen like this to produce a wide vertical stroke.

Practice Activity

Practise making wide horizontal and vertical strokes below.



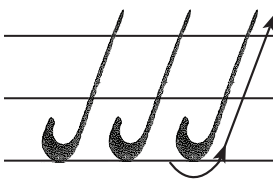
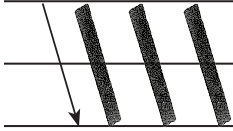
Practise making narrow horizontal and vertical strokes below.



© DLB

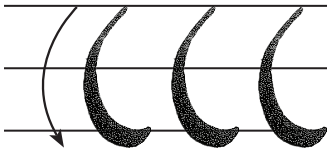
Practice Activity: (Continued)

Practise making angled wide and narrow strokes below.

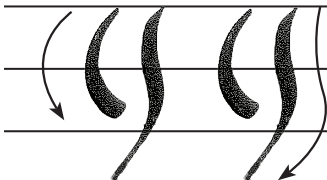


Follow the direction of the arrow.

Practise making curved strokes.

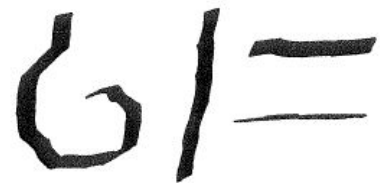


Follow the direction of the arrow.



above graphics © DLB

Make each stroke in one motion, or your lettering will look as if it has the hiccups.



Hiccup Lettering

© DLB

How to Make Letters A to Z

Notice the numbers and arrows around each letter. This tells you which stroke to begin with and the proper direction. To see how each letter is constructed, strokes have not been joined.



© DLB



© DLB

a b c d e f

The *a, c, e, i, m, n, o, r, s, u, v, w, x* and *z* are 2 lines high. The *f* is 4.

g h i j k l m n

The *b, d, h, k, l, t*, and *y* are 3 lines high.

o p q r s t u v

w x y z ~

© DLB

Use this page for further practice.

[illegible]

Information

Most often, a *poster* advertises an event.

A poster should provide answers to questions such as these:

What is the poster advertising (**Title**)?
When is the event occurring (**Date**)?
Where is the event (**Location**)?
Who is sponsoring the event?
What prices are involved?

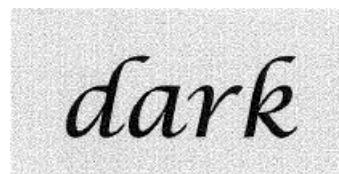
Hint: Use as few words as possible to convey your message. Notice the ZOO poster in this lesson.

Location

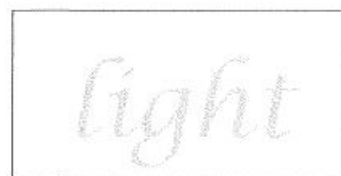
Research where your poster can be placed. What type of people do you want to view your poster?

Colours

Use contrasting colours and tones. For example, a dark colour or texture on a light background makes a good contrast.



You can see that light coloured lettering does not show well on a white background.



Colours such as blue, purple, and green are *cool* colours and are suitable for a skating party theme. Yellow, red, and orange are *warm* colours and are appropriate for a poster with a beach theme. (Lesson 2 deals with emotional effects of colour.)

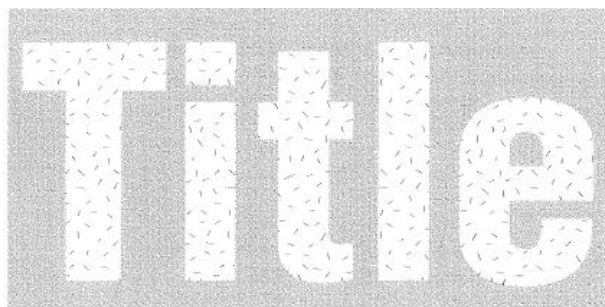
Try colour combinations other than a white background.

Consider colour combinations such as these when designing your poster:

- Black lettering on yellow poster paper
- Red lettering on green poster paper (Lesson 2 shows that complementary colours used together are exciting.)
- White lettering on red poster paper
- White lettering on blue poster paper

You can try

- Textured lettering on coloured poster paper



© DLB

Spacing of Letters

Poor readability is the reason of many posters fail to be noticed. Perhaps the letters are too thin or elongated to be seen easily or to have an **effect** from a distance.

Letters might be spaced too far apart.

Position other letters closer to strong vertical letters such as *I* and *L* in this example.

All letters do not require the same space. Some letters are wider than others, and require more space. For example, capital *A*, *H*, and *M* use more width than *I*, *F*, or *L* do. The spaces between the letters might be equal, but choose space width and variation carefully.

Some letters look better snuggled closer together. This avoids gaps that look like rivers appearing between letters.

If you want a feeling of motion and emphasis, slant the letters of a word. Make the letters thicker to catch attention.

Often, the usual combination of uppercase and lowercase letters are easier to read than all uppercase letters. Keep this in mind when composing your posters.

FAIR

A I R

SILL

A H M

I F L

MOAT

MOAT

sale

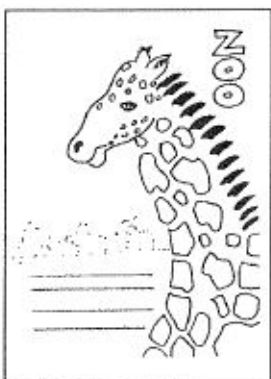
Old English

OLD ENGLISH

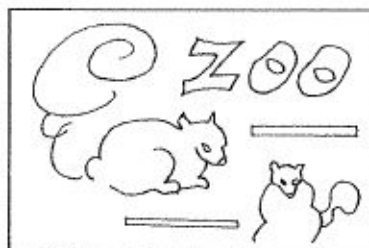
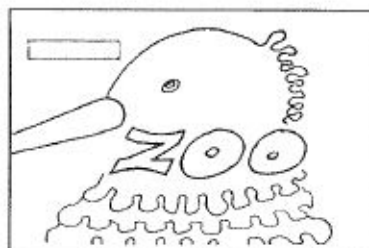
© DLB

Layout

To plan the best possible composition, draw several thumbnail (small) sketches. Try at least one vertical and one horizontal format so you can choose which suits your idea best. Here are a few suggestions for a zoo opening.



A Vertical Format



Horizontal Formats

© DLB

Hint: Decide where your most important words or image will be placed. This becomes your *focal point*. A *focal point* is the centre of interest of a poster or painting.

Be sure you leave an invisible border around the edges of your poster so the words and image do not go right to the edges of the paper. This improves readability and gives more effect.

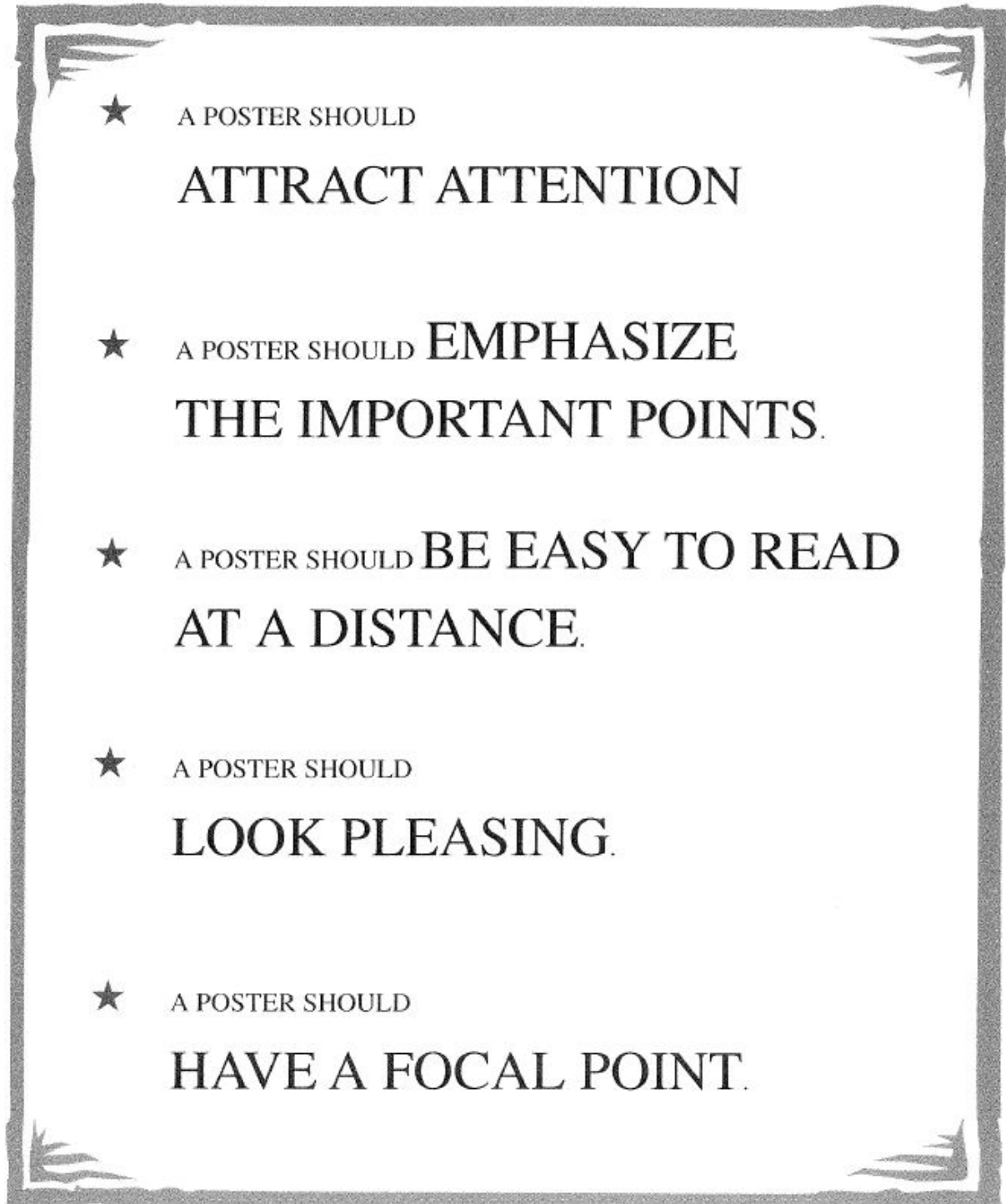


An invisible border “frames” your poster

© DLB

Hint: Your poster should not overpower a small bulletin board, nor should it be postage stamp on a wall!

Keep these fundamental points in mind as you plan your poster.





© DLB

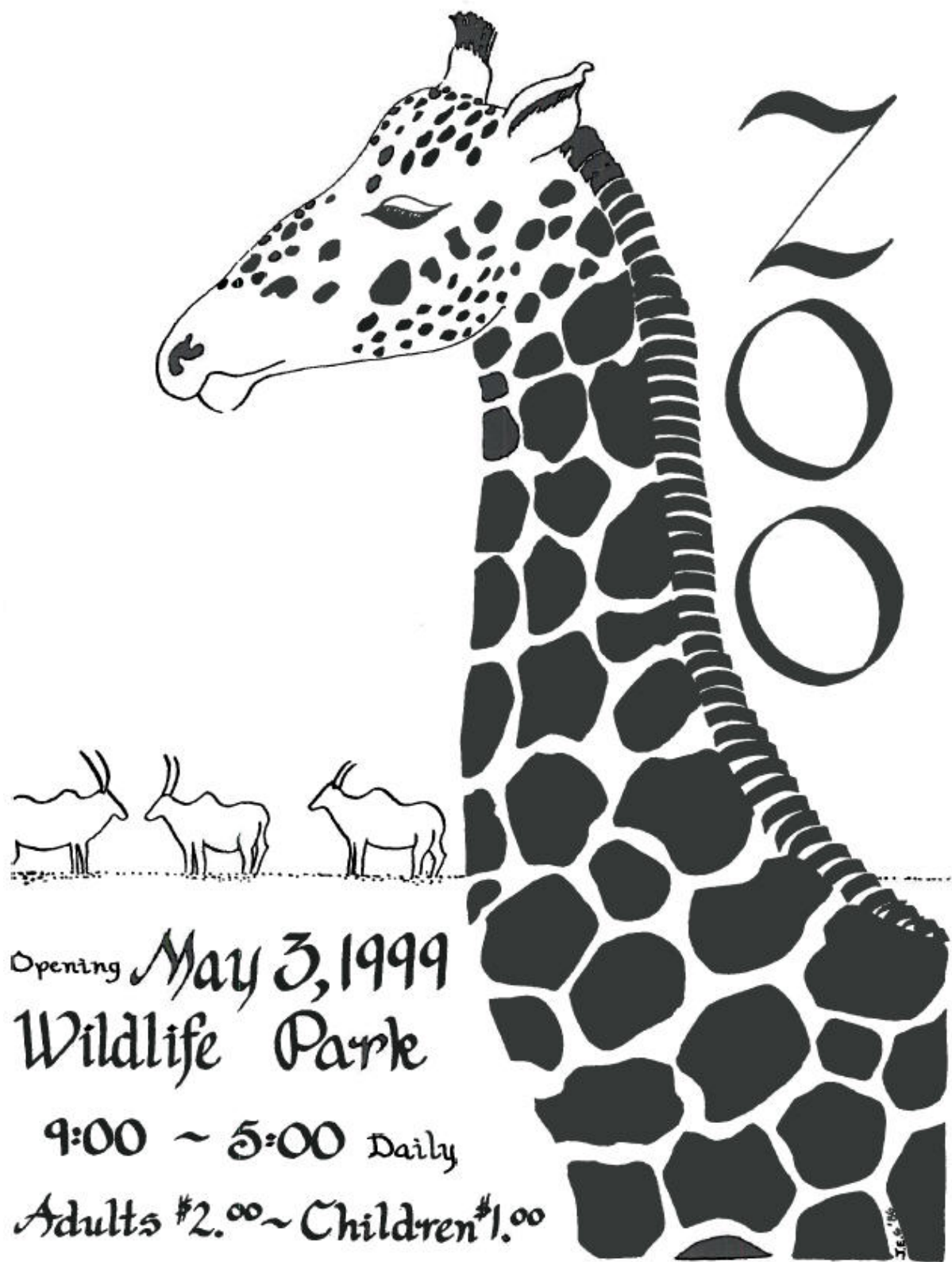


Symbols Lend Themselves Well To Seasonal Posters.

© DLB

For example, symbols such as a  or  would be suitable for a Christmas poster. These symbols could be cut from fabric or colour that contrasts with the background. A different tone could be used.

Aim to make your poster eye-catching and unique.

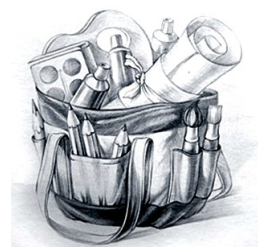


© DLB

Art 10 – Lesson 7 – Assignment Section

Goals and Objectives

- Experiment with decorative calligraphic lettering.
- Discover the elements of a well-designed poster.
- Understand the importance of a well-designing advertisement poster.



© ADLC

Assignment I: Advertisement Poster – 80%

Create an advertising poster according to the following criteria:

- Review the Poster Information described extensively in this lesson.
- Choose an upcoming **local event** (real or imaginary) in your community (concert, play, exhibition, venue, contest, etc.)
- Create your poster on **at least 22 cm × 28 cm** in size of cardstock or heavy paper.
- Your poster should include a **Title** (What is your poster advertising?), **Date** (When is the event occurring?), **Location** (Where is the event?), and any other necessary miscellaneous information such as who is sponsoring the event and, if applicable, the entry fees involved, etc.
- Include **images** (drawings) that relate to the subject matter advertised on your poster.
- **Note:** Choose any style for your poster lettering. Therefore, you may or may not decide to use the calligraphic style.

Artist Statement – 10%

- Complete the Artist Statement section included in Assignment Booklet 7.

Sketch Activity 7 – 10%

- Complete the Sketch Activity section included in Assignment Booklet 7.
- **Note:** On the back of your compositions, indicate your **name, course name, assignment booklet number, assignment number, and file number**. Be sure to include the appropriately labelled **Assignment Booklet**.

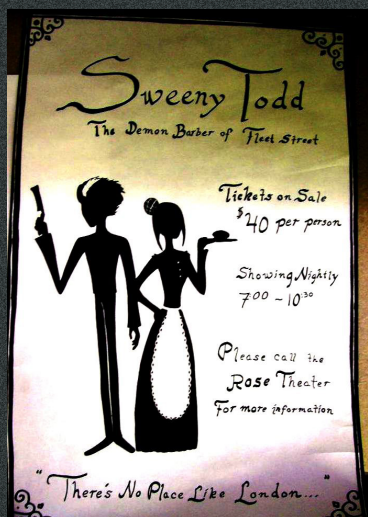
Reminder

Visit the Art 10 link from the Department of Art & Design Studies website at <http://artdesignstudies.weebly.com/art-10.html>. On the website, scroll past the Mr. Picassohead submissions to view Art 10 visual exemplars submitted from fellow Art 10 students for each Art 10 lesson. These may inspire and/or assist you in Art 10.



Art 10 – Visual Exemplars

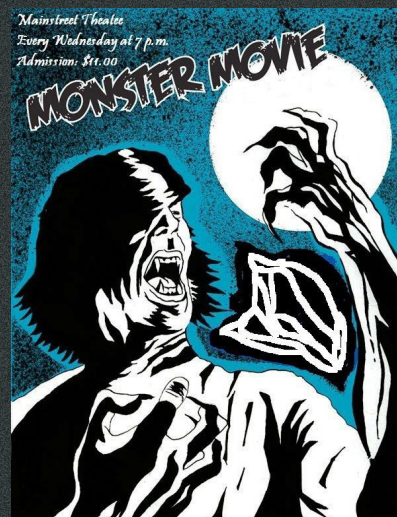
Student Visual Exemplars



Poster advertising a Play –
by Shawna Kiens



Poster advertising a Music Festival –
by Kevin Ing



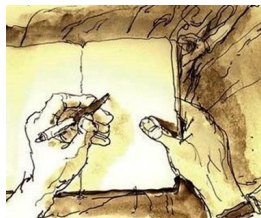
Poster advertising a Movie –
by Will Lee

Artist Statement

An Artist Statement (see chart below) must be completed for each Assignment Booklet (worth 5 marks). It is to serve as a self-evaluation and reflection of your artwork. In addition to the title of your artwork, this statement should include a *brief description of each artwork*, the process you used to create your artwork, including techniques and media used, as well as any challenges and successes you encountered.

Lesson 7 – Artist Statement	
Assignment 1	
Title of Artwork	
Media You Used	
<div>Description of Process</div> <ul style="list-style-type: none">• Include techniques employed.• Describe the challenges and successes you experienced.• Did you take a risk by trying something new?• What would you do differently if you produced the same poster again?	

Lesson 7 Sketch Activity



© ADLC

Design the front cover of your autobiography (a book about you). Include a title and relevant illustrations that highlight things about you (such as family, friends, interests, experiences). Your design should be *visually appealing* to intrigue readers to read this book about you.

Lesson 7 Assessment Rubric (This will be completed by your marker.)

Evaluation Criteria	Beginning 5 or below	Needs Improvement 6	Developing 7	Accomplished 8	Exemplary (WOW!) 9 or 10	Score
Visual Effect (general quality)	Organization of art elements, content, and craft is not addressed; there is no effect on the viewer.	Organization of art elements, content, and craft is incompletely addressed; the work has little effect on the viewer.	Organization of art elements, content, and craft is addressed; the work holds the viewer's attention .	Organization of art elements, content, and craft creates a cohesive work; the work has lasting effect on the viewer.	Organization of art elements, content, and craft creates a striking and memorable work. It has power to "wow" the viewer.	/10
Interpretation of Criteria (completeness and effort)	Project shows no evidence of meeting criteria or displaying original thoughts and/or ideas.	Project requirements are fulfilled , but project does not show evidence of unusual thought or interpretation.	Project shows adequate interpretation of assignment, but it lacks finished appearance.	Project shows clear understanding of assignment. With more effort, project might have been outstanding.	Project shows inventive interpretation of assignment. Effort was beyond requirement.	/10
Visual Voice (conveys story, idea, emotion, mood, point of view, tone)	The work unsuccessfully articulates ideas .	The work has vague articulation of ideas. Content imitates existing examples or thoughts.	The work attempts articulation of ideas. Content mirrors existing examples or thoughts.	The work shows expressive articulation of ideas. Content stimulates thought .	The work has clarity and expressive articulation of ideas. Content is distinct and stimulates new thought.	/10
Evaluation Criteria	Beginning 1	Needs Improvement 2	Developing 3	Accomplished 4	Exemplary (WOW!) 5	Score
Composition and Design (organization and structure)	Artwork is incomplete, or student did only the minimum .	Artwork appears complete but it shows little evidence of planning and of understanding elements and principles of art.	Artwork is adequate yet lacks conscious planning and awareness of composition skills.	Artwork shows awareness of elements and principles of design, using one or two elements as well as using space adequately.	Artwork shows knowledge of elements and principles of design, combining several elements as well as using space effectively.	/5
Technique (craft and conventions)	Use of the medium unclearly underscores ideas. Medium is executed poorly and/or incomplete .	Use of the medium shows little evidence of enhancement of ideas. Student has difficulty manipulating qualities of medium.	Medium is used adequately to underscore ideas. Student develops an understanding of specific qualities of medium.	Medium is used effectively to underscore ideas. Student demonstrates some understanding and application of specific qualities of medium.	Medium is used inventively to underscore ideas. Student demonstrates clear understanding and application of specific qualities of medium.	/5
Assignment I Additional Comments						/40

Completion of Artist Statement		/5
Sketch Activity 7		/5
Lesson 7 Total Score		/50 %

