

## Liverpool John Moores University

Title: BASIC DESIGN  
Status: Definitive  
Code: **4531DVA** (115290)  
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool School of Art & Design  
Teaching School/Faculty: Stockport College

Team	Leader
Jon Moorhouse	Y

**Academic Level:** FHEQ4  
**Credit Value:** 24.00  
**Total Delivered Hours:** 103.00  
**Total Learning Hours:** 240  
**Private Study:** 137

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	6.000
Seminar	3.000
Tutorial	1.000
Workshop	93.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Practical Projects	80.0	
Report	AS2	Research File	20.0	

### Aims

*To develop an appreciation of composition, qualities of mark, and colour.  
To examine how composition, qualities of mark, colour and choice of medium relate to meaning.  
To develop visual aesthetic awareness.  
To develop an awareness of the significance of exploring and manipulating design elements to communicate effectively.*

*To develop an appreciation for the commonality of visual language throughout the design and visual arts disciplines.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Demonstrate skills in mark making and use of mediums.
- 2 Show evidence of a practical understanding of visual dynamics and composition.
- 3 Demonstrate skills in the selection and application of colour.
- 4 Undertake detailed research and complete an evaluative workfile.
- 5 Demonstrate a range of image manipulation techniques using appropriate software.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Practical Projects	1	2	3	5
Research file	4			

## **Outline Syllabus**

*Basic Design introduces students to the fundamental elements that influence and affect all areas of visual design. Design elements including line, shape, texture, colour and the dynamics of design principles such as balance, contrast, emphasis and rhythm are identified and explored. Through the study of these elements and principles, students will undertake detailed research and analysis and demonstrate this through written and oral communication, which supports and underpins the practical project work.*

## **Learning Activities**

A range of exercises exploring design theory contribute to a module which deals essentially with the nuts and bolts of the language of visual design. Judgment based activities, abstract reading of images and debate pertinent to the whole range of possible applications are explored.

## **References**

<b>Course Material</b>	Book
<b>Author</b>	Pipes, A.
<b>Publishing Year</b>	2004
<b>Title</b>	Foundations of Art and Design
<b>Subtitle</b>	

<b>Edition</b>	
<b>Publisher</b>	London: Laurence King Publishing
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hoffman, A.
<b>Publishing Year</b>	1965
<b>Title</b>	The Graphic Design Manual
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Switzerland: Arthur Niggli LTD
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Itten, J.
<b>Publishing Year</b>	1995
<b>Title</b>	Design and Form; the basic course at the Bauhaus
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Thames & Hudson
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Sausmarez De, M. & Kepes, G.
<b>Publishing Year</b>	1983
<b>Title</b>	Basic Design
<b>Subtitle</b>	The Dynamics of Visual Form. (sl)
<b>Edition</b>	
<b>Publisher</b>	A & C Black
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Weinmann, E.
<b>Publishing Year</b>	2004
<b>Title</b>	Photoshop CS for Windows and Macintosh (Visual QuickStart Guides)
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Berkeley: Peachpit Press
<b>ISBN</b>	

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## Notes

Basic Design is the first of a 'basic course' scheme of modules which focuses on underpinning Fundamental knowledge. This is often 'generic' and involves cross teaching and shared cross pathway lecture/tutorial and seminar opportunities.

Critical and evaluative study stemming from the projects/themes support and further informs the learning and reinforces the holistic approach to the curriculum delivery.