

THE WORK OF

# Adam's Students



# Design Journals

Term: **Summer 2018**

Course: **Graphics, Interaction & Architecture**

Role: **Instructor of Record & Curriculum Developer**

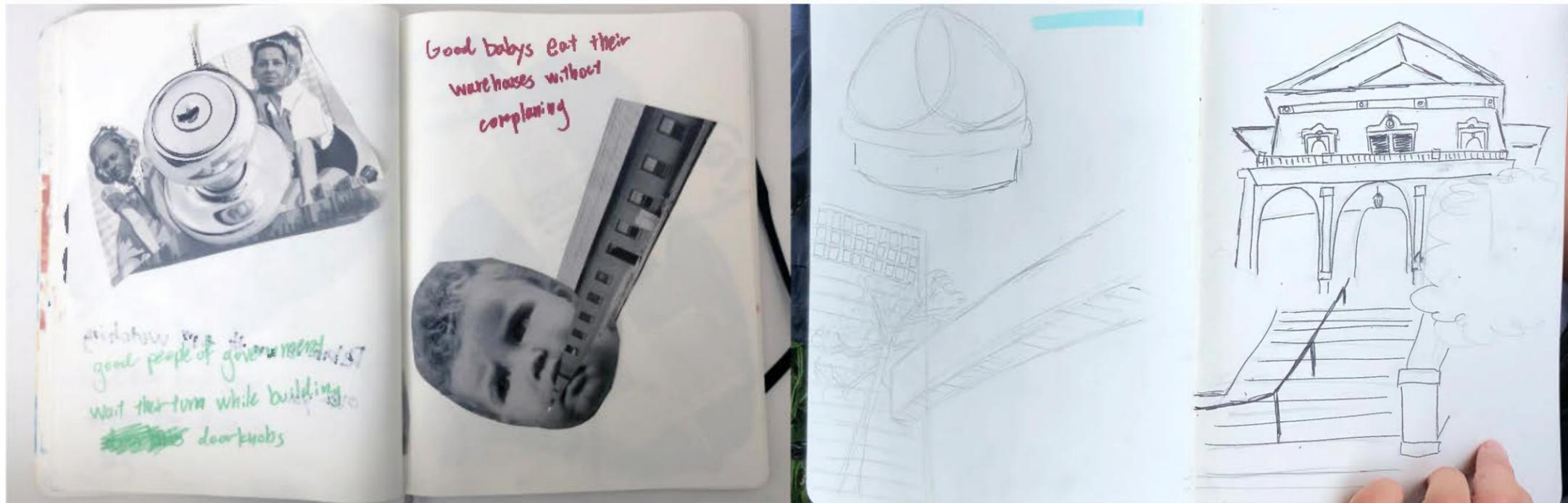
Skills Taught: **Thumbnail Sketching, Composition**

Daily drawing, writing and compositions were

an integral part of my Graphics, Interaction & Architecture class. Students were given an empty, unruled notebook at the beginning of this course, and each day asked to respond to 1-2 prompts.

Examples:

- Create a composition that represents you, your passions, your goals, and/or a favorite thing. Use a 2-page spread.
- Create a balanced composition / advertisement for this class using: 1 or more of the letterforms you photographed in a large scale, 1-3 colors (consider analogous, complimentary, etc), 1 or more shapes. Use a 2-page spread.
- Write 1 or more paragraphs reflecting on the first week. Which periods in design history are most interesting to you? Who/which firm is a new favorite designer? Have you changed your mind about anything since the week started?
- Write a list of building types, architectural styles, etc... that you'd like to learn about during this week. Draw 10 thumbnail sketches of images you took with your phone's camera on our walking tour of Sacramento last week.
- Draw an object you see (can go outside); Shrink it and make a symmetrical pattern with it; Zoom into the object—draw a detail of it enlarged; Draw it from a different perspective.
- Create a composition using images and text clippings from Architectural Record magazines from the 1940s-1970s.



STUDENT WORK

# Historic Typography Studies - Stamp Carving

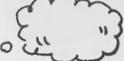
Term: Fall 2017 & Fall 2018

Course: History of Visual Communication

Role: Teaching Assistant

Skills Taught: Stamp Carving



DESIGN IS  
TO BELIEVE IN  
DAYDREAM... 

DESIGN  
IS EVERY  
THING ♡

DESIGN IS  
ART  
WITH A  
PURPOSE

DESIGN IS  
A REAL  
MAJOR!

Design is a Joy

DESIGN  
IS  
FUN

DESIGN IS...  
WHAT CAPITALISM  
MADE ME DO  
TO LIVE

STUDENT WORK

## Historic Typography Studies - Calligraphy

Term: Fall 2017 & Fall 2018

Course: History of Visual Communication

Role: Teaching Assistant

Skills Taught: Calligraphy

STUDENT WORK

# Creating Narrative Environments

Term: **Fall 2017**

Course: **Narrative Environments Workshop**

Role: **Instructor**

Skills Taught: **Exhibition Design**

I led this workshop in the Fall of 2017 to teach graduate students in the Department of Design at UC Davis about how to create a narrative environment. I presented about different methodologies, including how to translate 2-d ideas into 3-d spaces, scale, hierarchy, sight-lines, color, and typography.

Participants worked in pairs to then plan out the elements of a brand new imagined narrative environment using topics chosen at random. I gave them the floorplan of the UC Davis Design Museum and let them get to work imagining the different components of their spaces.

We ended the session with a critique session.



STUDENT WORK

# Model Making - Chipboard Models

Term: **Summer 2018**

Course: **Graphics, Interaction & Architecture**

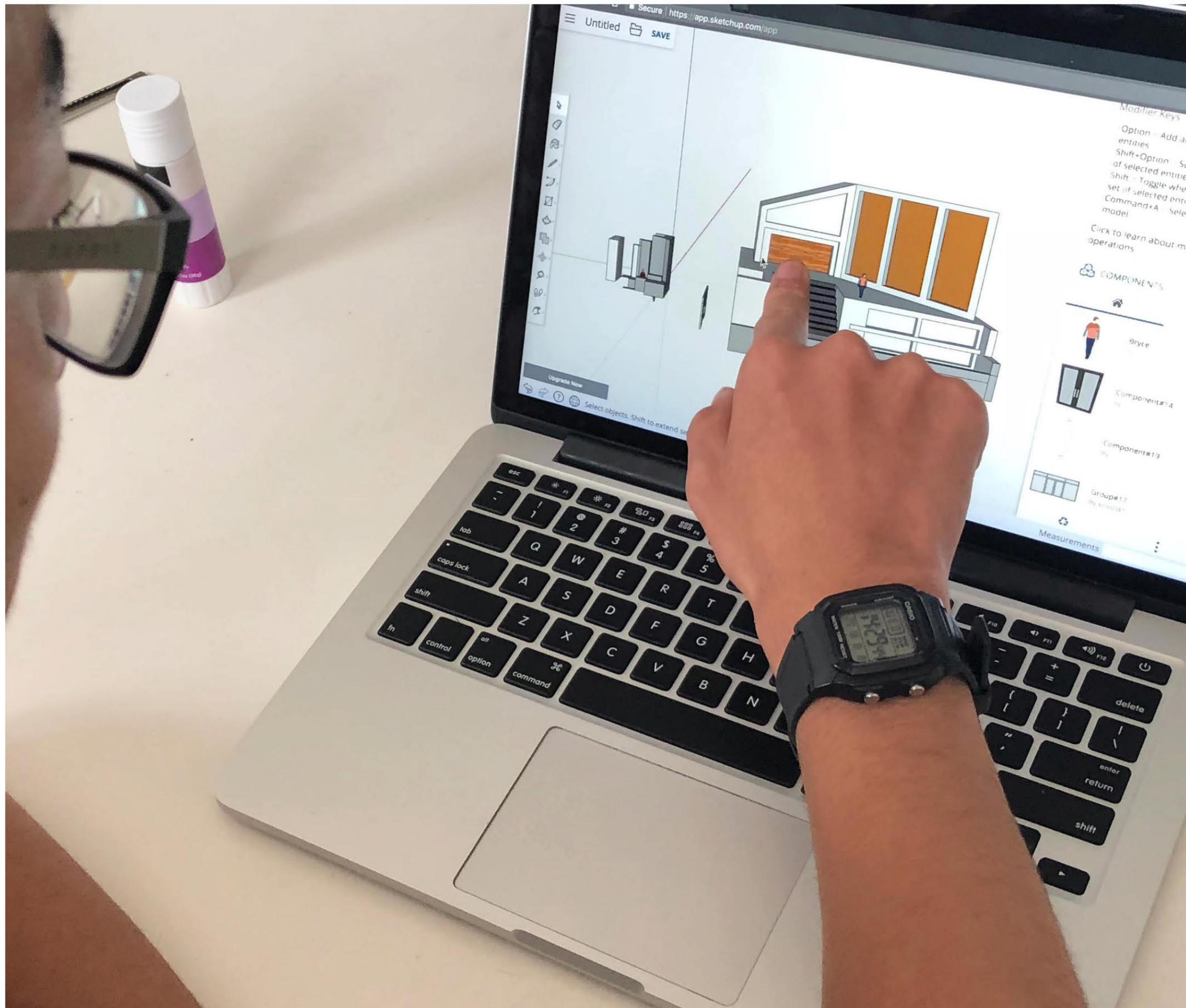
Role: **Instructor of Record & Curriculum Developer**

Skills Taught: **Analog Modeling**

During the 3rd segment of the Graphics, Interaction & Architecture course, we began by taking an information gathering fieldtrip, observing details of architecture and the built environment from new perspectives. Thereafter, I gave several short lectures about the history, methods, materials, and critique of architecture. I invited two guest lectures for the students: a licensed architect from a firm I used to work for and an architectural historian who is a faculty member at UC Davis.

Students had the opportunity to learn about rapid prototyping; quickly iterating architectural forms using simple materials like chipboard, paper and glue. After they had mastered this skill, we moved into the digital space with sample projects using SketchUp and Revit.





STUDENT WORK

# Model Making - 3D Modeling

Term: **Summer 2018**

Course: **Graphics, Interaction & Architecture**

Role: **Instructor of Record & Curriculum Developer**

Skills Taught: **Revit, Sketchup**

During the 3rd segment of the Graphics, Interaction & Architecture course, we began by taking an information gathering fieldtrip, observing details of architecture and the built environment from new perspectives. Thereafter, I gave several short lectures about the history, methods, materials, and critique of architecture. I invited two guest lectures for the students: a licensed architect from a firm I used to work for and an architectural historian who is a faculty member at UC Davis.

Students had the opportunity to learn about rapid prototyping; quickly iterating architectural forms using simple materials like chipboard, paper and glue. After they had mastered this skill, we moved into the digital space with sample projects using SketchUp and Revit.

STUDENT WORK

# Letterform Studies

Term: Winter 2018

Course: Letterforms & Typography

Role: Teaching Assistant

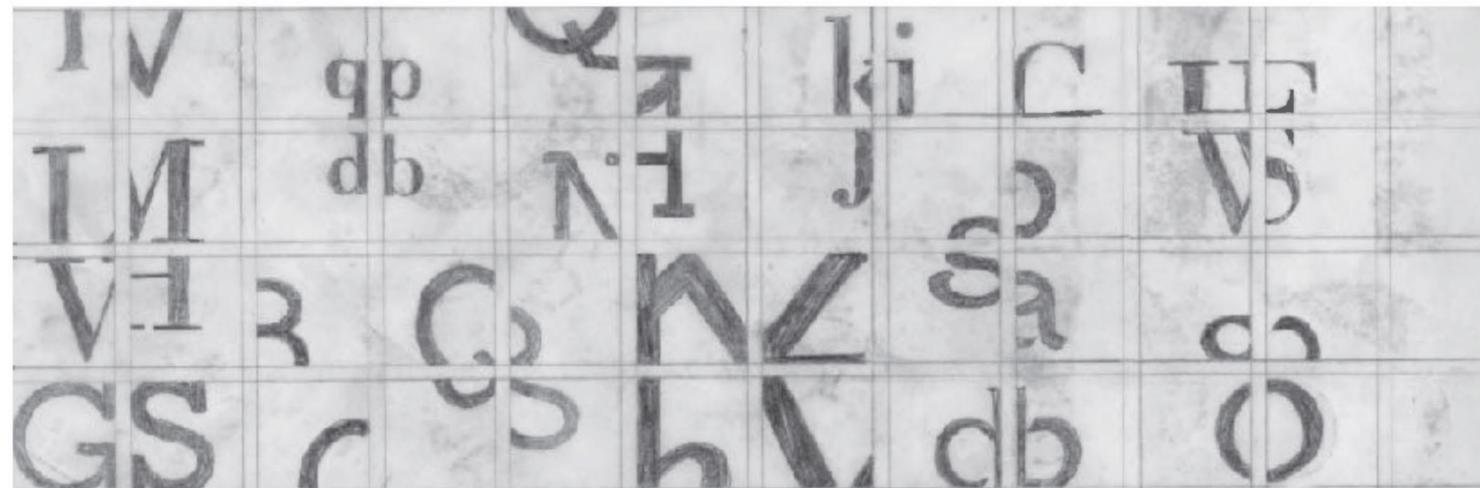
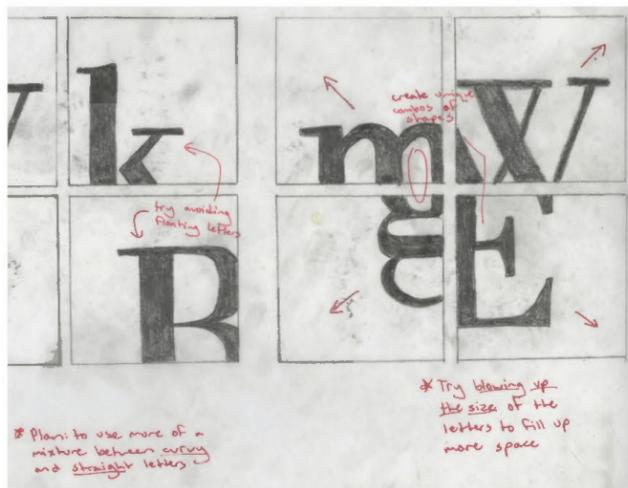
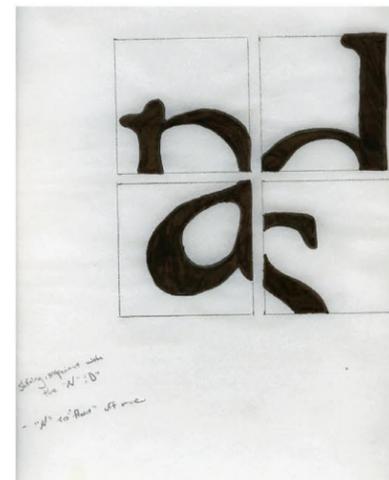
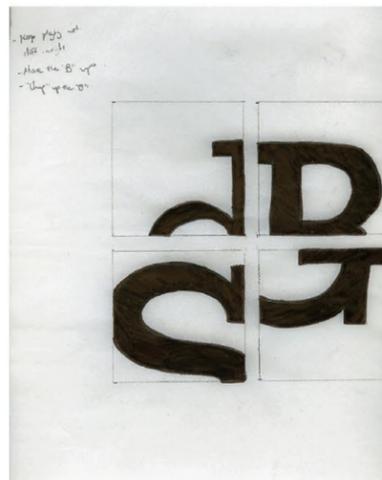
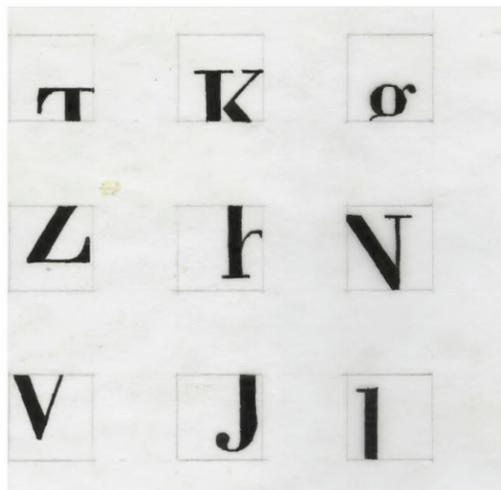
Skills Taught: Typography, Type Terminology, Composition

This project required the close examination of the form and function of letterforms. Students were asked to investigate the unique visual characteristics of a specific typeface and the aspects of composition — including juxtaposition, contrast, form / counterform, symmetry, rhythm, implied connection, and balance.

The goal was to create strong visual and thematic relations. Students began by studying, tracing, magnifying, and cropping each letterform to a fraction of their original size within a square format. Letters needed to remain recognizable as A's, B's, C's, etc.

Students were asked to study the character of the positive and negative forms within each letter. And to select a series of 4 individual cropped letterforms and arrange them into a grid composition.

The following pages have examples of the preliminary work that students did to start understanding the elements of letterforms.



# Poster Design

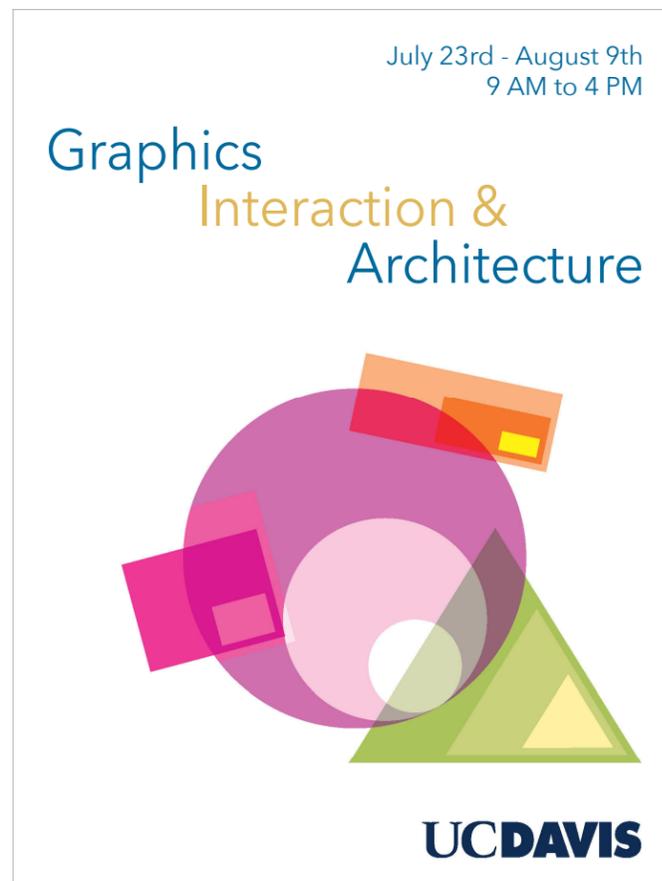
Term: **Summer 2018**

Course: **Graphics, Interaction & Architecture**

Role: **Instructor of Record & Curriculum Developer**

Skills Taught: **Photoshop, Illustrator, InDesign, Composition, Hierarchy**

Students designed a poster to advertise the class they were taking: Graphics, Interaction & Architecture. They were challenged to consider hierarchy, typography, color, shapes, and images. They began by drawing thumbnail sketches in their design journals and we would discuss as a class what was successful and what needed improvement.



# Book Design - Cover

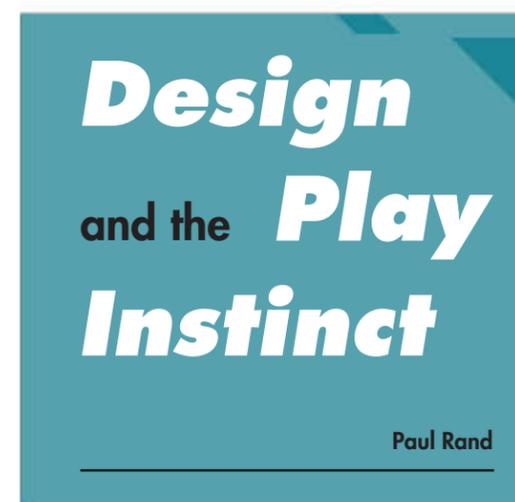
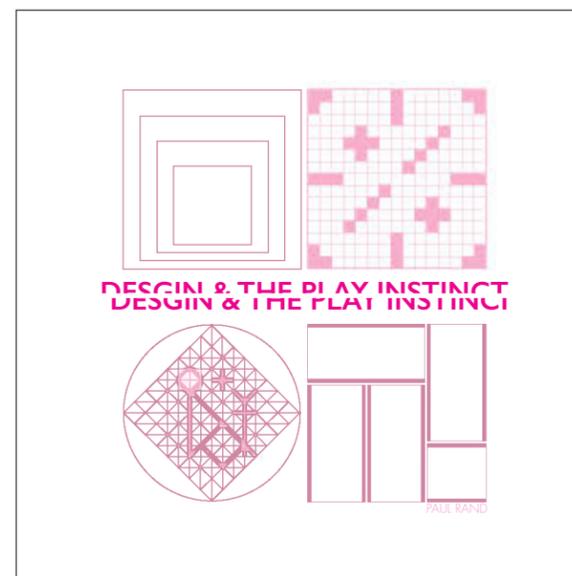
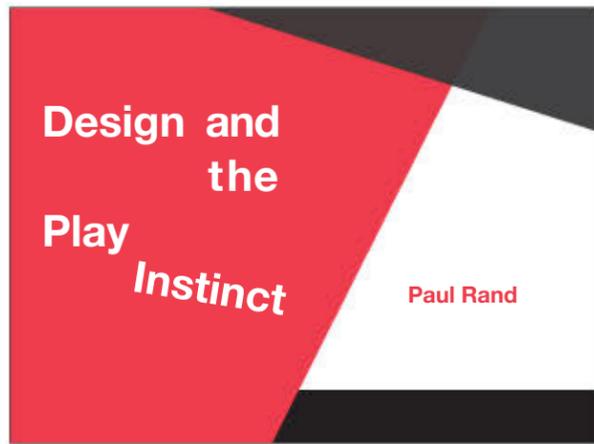
Term: **Winter 2018**

Course: **Letterforms & Typography**

Role: **Teaching Assistant**

Skills Taught: **InDesign, Balance, Layout**

Students were challenged to use their new skills in typography and grid system layout to create balanced compositions with the contents of Paul Rand's: Design and the Play Instinct. They were given parameters to use only one font, and to only work in black, white, and one color. Otherwise they were free to choose the size of the book, number of pages, number of rows and columns, and any additional elements or motifs.



# Book Design - Interior Layout

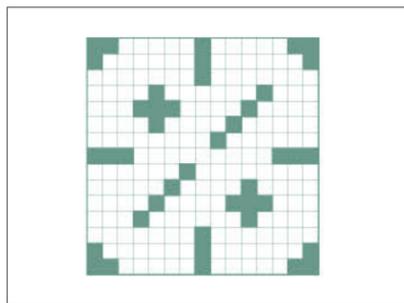
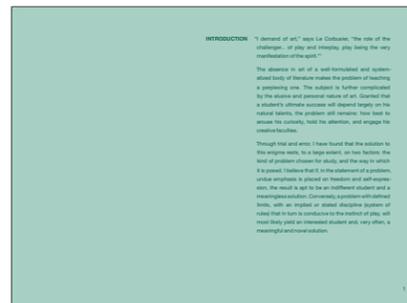
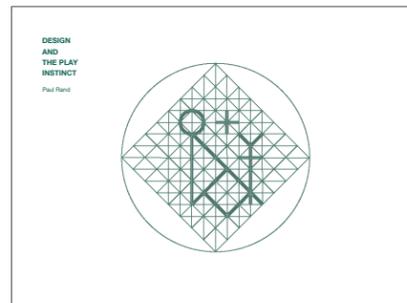
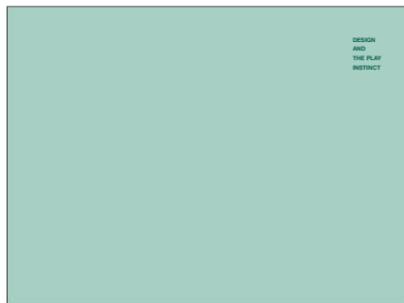
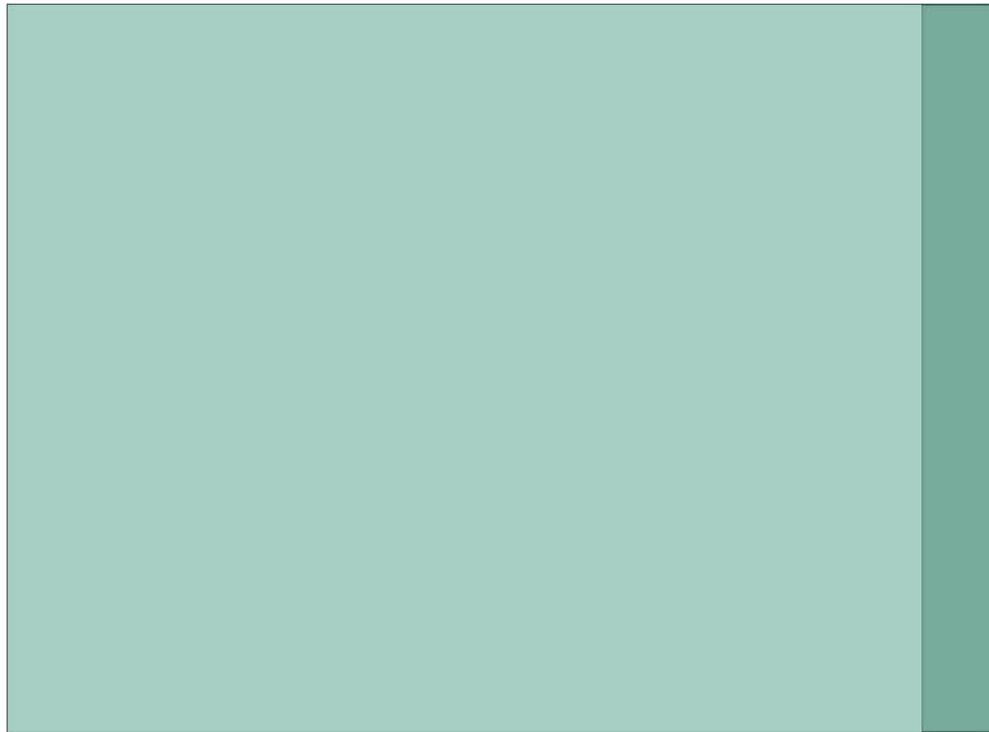
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STUDENT WORK

# Interactive Installation - “Dear Past Self”

Term: **Summer 2018**

Course: **Graphics, Interaction & Architecture**

Role: **Instructor of Record & Curriculum Developer**

Skills Taught: **Large-scale Installation, Prototyping**

I lectured about large-scale and interactive installation projects from around the globe. For the final project, students were collectively tasked with determining the installation subject, location, materials and installation timeline. Together, they chose the theme of giving advice to your past self, and titled the installation Dear Past Self.

Throughout this unit, the students learned how to prototype spatial ideas on both small and full-scale. The final installation was made on the UC Davis Quad and consisted of a taut rope tied between two trees, simple printed paper signs for the title of the project and instructions, and a series of printed prompts for visitors to respond to. The installation lasted four hours and received over 100 written responses from passersby.

