



Criterion E Product Development

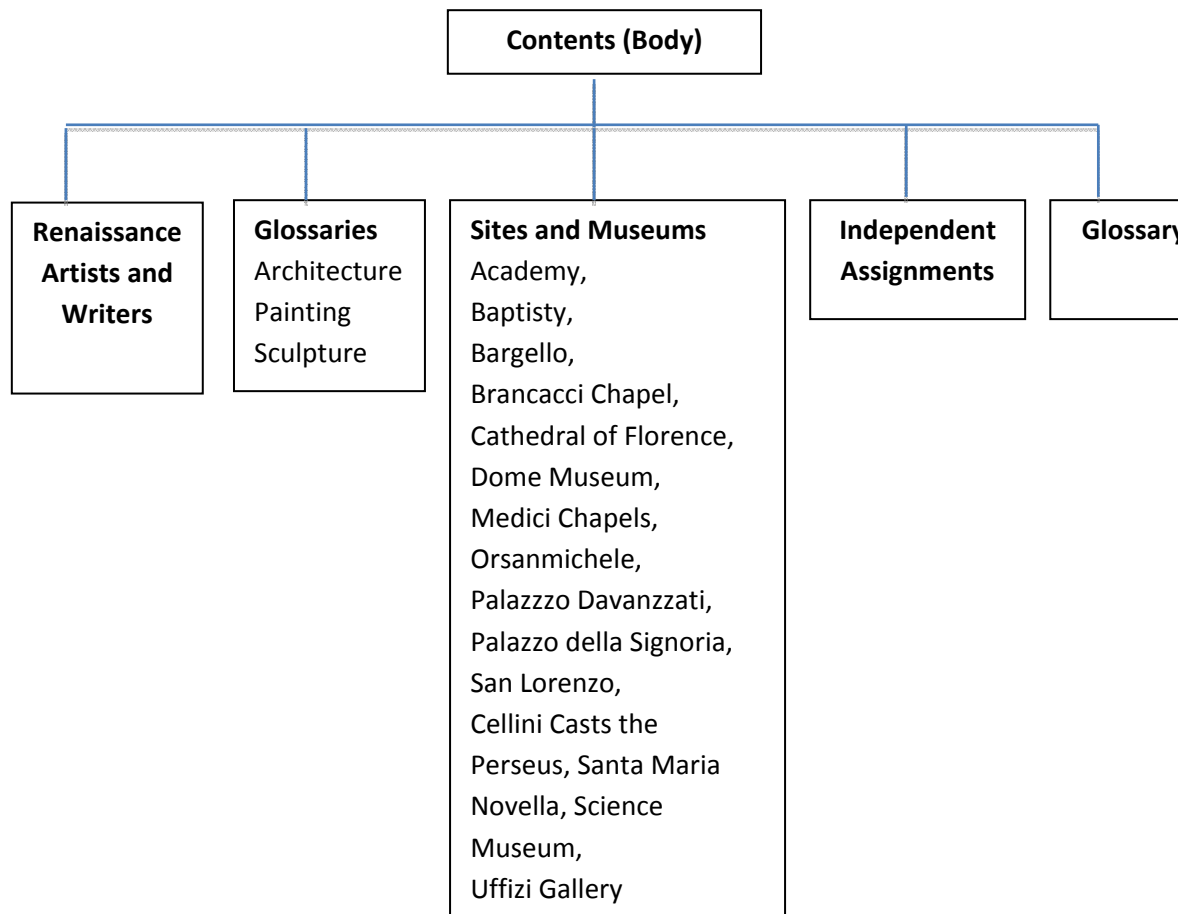
Complex techniques used to address the client's requirements:

- **Use of Typography**
- **Manipulated graphics**
- **Layout of graphical elements, images, text and white space**
- **Creation of master items and master pages**

Complex techniques are identified and used to structure criterion E.

Structure and Organisation of the Florence Booklet and Files

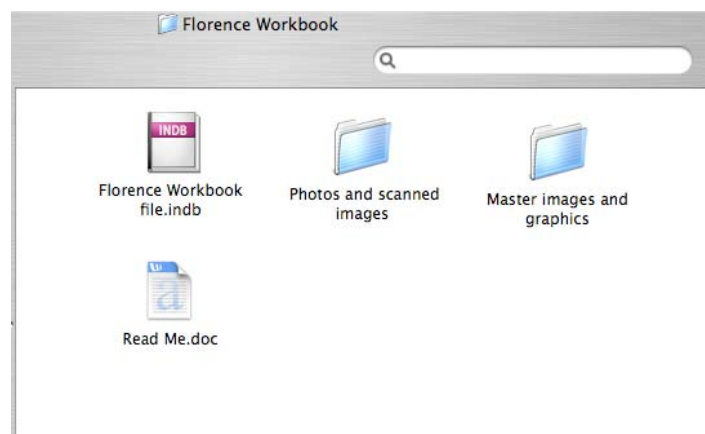
The Florence workbook consists of a cover and back cover, front inside cover (2 page spread), table of contents page, timeline page and body of the document. The body of the workbook is structured as follows: **Structure is clearly indicated.**



Organization of files

The InDesign file is called ***Florence Workbook***. The photographs and scanned images are located in the folder ***Photos and scanned images***. Master elements that were used in the workbook have been placed in a folder ***Master images and graphics***. The ***Read Me file*** contains notes for Mr. Matthews for future versions of the Florence History Booklet.

Description of the organization.



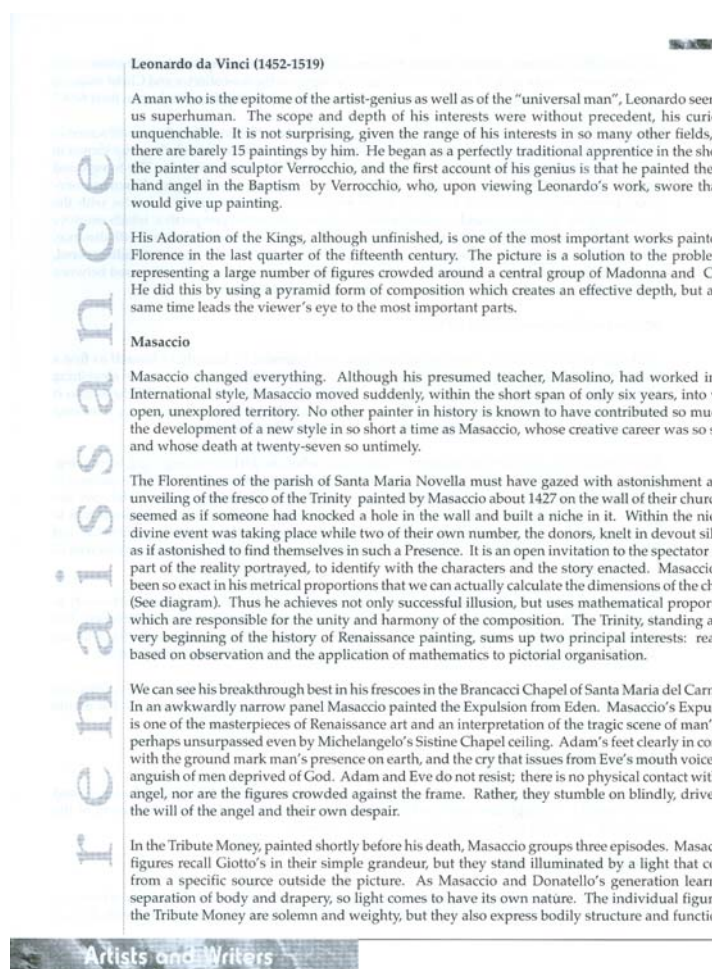
Complex Techniques Used to Create the Florence Booklet

Technique 1: Use of Typography

The original worksheets used only one font in different sizes. The text was varied by changing the style using bold, italic and underline and often incorrectly. I found an older, but excellent book on the rules of typography which simply stated that **“Underlining is best left to people with typewriters.”**¹

I decided to avoid it entirely in the workbook.

I also tried to vary the placement of text throughout the document. An example is the word “renaissance” placed vertically.



In order to make the layout consistent and appealing, fonts are important. I made the following list of typographical guidelines to follow throughout the booklet:

- Optim used for the headline font
- Optim is used in the graphics box at the bottom of pages
- Palatino (10 point) *italic* used for the descriptive body of the text
- Palatino (12 point) bold is used for the subtitles
- Palatino (10 point) font normal used for questions
- all text 1 mm from the margin
- 8 mm writing guides in 20% Pantone gray

Justification of the typographical approach used in the booklet.

¹ Collier, David. *Collier's Rules for Desktop Design and Typography*. first edition. Reading, Massachusetts:

The Dome Museum

Notice the courtyard before you enter the museum. Imagine the young Michelangelo working here on his huge (almost 3m. high) and magnificent David.

1. After entering, explore the little rooms to the left containing the tools, equipment and wooden models used to build the Dome. Much of this equipment was invented by Brunellechi since no building of this style and scale had ever before been built by Medieval architects or craftsmen.


a) List and/or describe as many tools and instruments as you can. Try to figure out and explain the function of each.

These guidelines are demonstrated on the two pages in the grayness of the title and also the choice of fonts in the titles.

Screenshots used to demonstrate techniques.

Palazzo Davanzati

(The Museum of the Florentine House)



Outside the building:

1. Describe the building, using terms from the architecture glossary.


This building is one of the few preserved examples of a fourteenth century family home. Its architecture reveals the transition from the Medieval "tower house" to the Renaissance palace.

Palazzo Davanzati

Technique 2: Manipulated Graphics

One of the most challenging tasks was tracking down the sources of all of the graphics so that they could be included in a bibliography. When Mr. Matthews originally created the worksheets, he did not always record the sources of the images (i.e. art books, museum brochures, photographs taken). I included a bibliography page in the booklet that cited sources of the images page-by-page. In many cases the images had to be rescanned in high-quality because the original quality was not good enough for Mr. Doom’s printing services. These two pages of Michaelangelo’s David (pages 20-21) are typical of the work that needed to be done on most of the 75 pages of the booklet.


The Academy



1. Go to Michelangelo’s David.

a) When you walk into the main hallway, why does the David immediately draw your attention?


b) Analyse this work and compare it with Donatello’s depiction of David. (Use your sculpture vocabulary). Which David do you think is better, more realistic, more beautiful, etc. Give reasons!



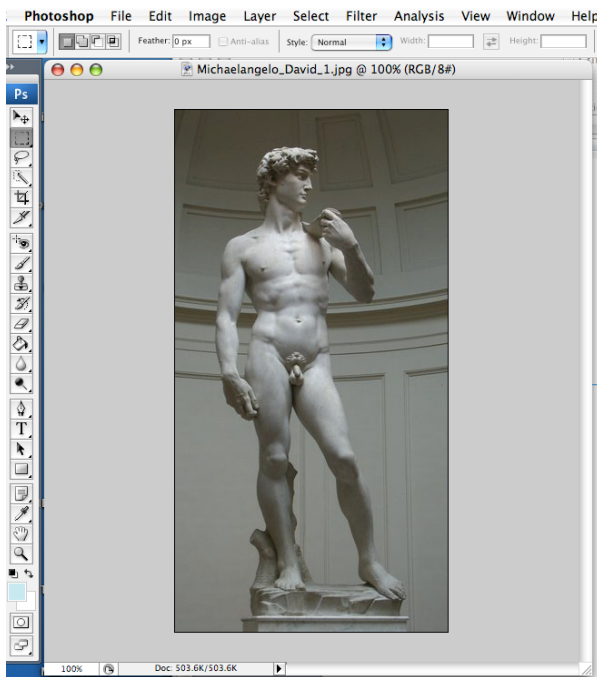
c) What do you notice about the size of David’s hands and head? Please note that this was not a mistake: Michelangelo did this deliberately. Why, do you think? (Consider the Renaissance sense of pride in its own accomplishments)

2. Go back down the hallway and look at other sculptures by Michelangelo: the Young Slave, Bearded Slave, Awakening Slave, Atlas and St Matthew.

a) These are unfinished works, but many art historians believe that Michelangelo was satisfied with them as they are. Why might he have felt this way? What is being expressed because parts of the figures are still in the rock?



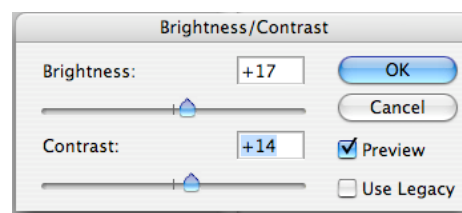
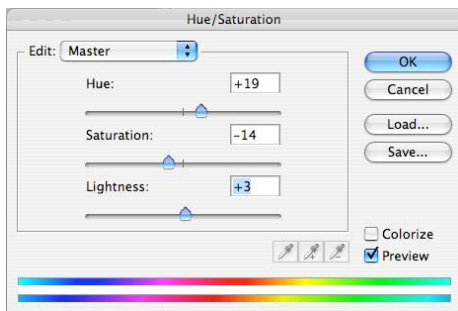
I had to use the features in Adobe Photoshop to manually adjust the brightness and contrast of each photo. This was not handled by the scanner. **Explanation of the use of Photoshop tools.**



This photo was taken in very dark surroundings. It was lightened using both brightness / contrast features.

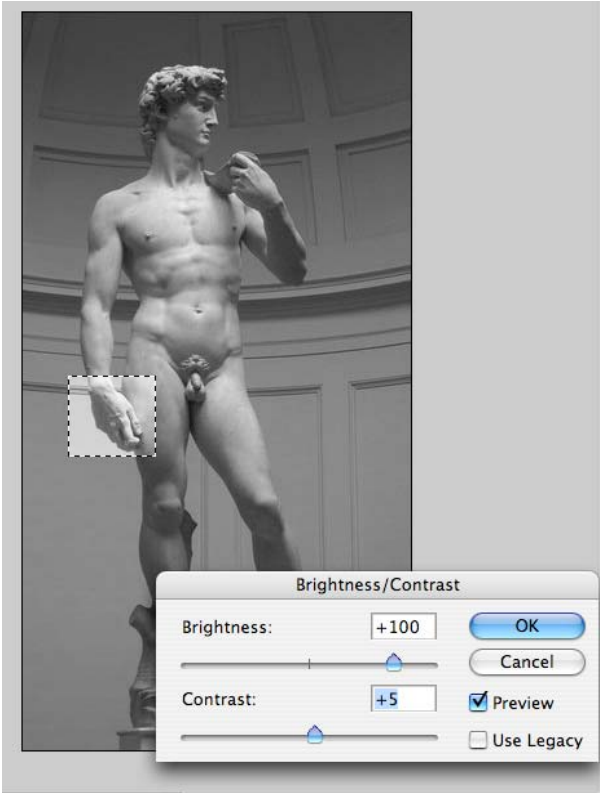
Specific tools are identified. Screenshots of actual tools with an explanation appear below.

Michaelangelo's David²

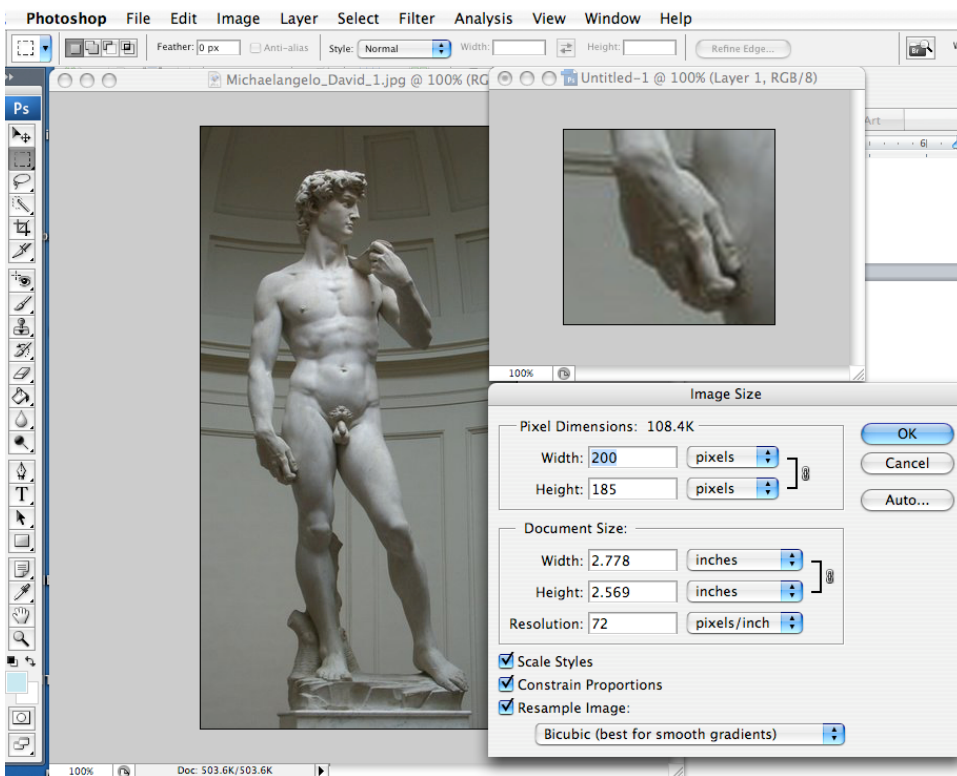


The hue / saturation and lightness and brightness / contrast were adjusted to make the details of the photograph stand out. Sliding the blue triangle left or right achieves the desired effect. Much of this was by trial-and-error because the photos came from different cameras and books.

² 27 June 2008 <http://www.lightplan.net/images/Michaelangelo_David_1.jpg>.



Notice that this same technique is used to make an area of a photo lighter than the surrounding area to emphasize the hand in the photo. The edit box is used to select a section of the photo. Brightness / contrast features were used to make this section stand out. The edit box was also used to select and enlarge the hand for the next page.



Technique 3: Layout of Graphical Elements, Images and Text

Every page in the original workbook consists of only a title, some text, and inline images - a very boring layout with no text wrap or graphical elements worksheets. It was made using only Times font centered inline images and white space for answers.

I assumed that the amount of space needed for an answer would have to be approximately the same as it was in the original workbook. I also had to frequently refer back to the original workbook so that I would not make a mistake in placing the photographs with the correct text. Some design elements need to be consistent throughout the entire workbook, while others only need to be consistent within sections of the booklet.

Basic guidelines that I created for the booklet were:

- 40% gray background behind important instructions **This is not shown in the explanation.**
- box at the bottom of every page to act as background for the chapter headings
- frame at the outer-top corner of each page, except the first page of every section. (Otherwise there would be an overlap with the header)
- all images inside the margin
- margin must be wide enough for teachers to comment when marking
- photographs need to be text wrapped and placed appropriately with the questions.

The Academy

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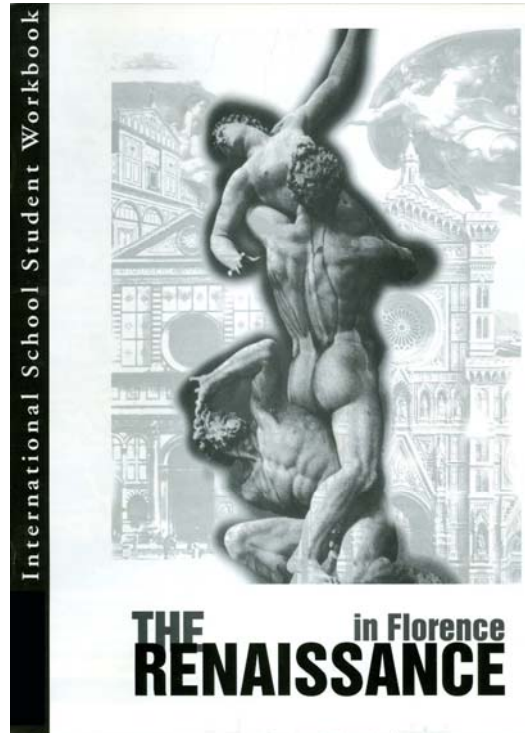
Guidelines used:

- the frame (top left corner)
- box (bottom right corner) for chapter headings
- the bar under the title
- image within the margin
- text is wrapped

Technique 4: Creation of Master Items and Master Pages

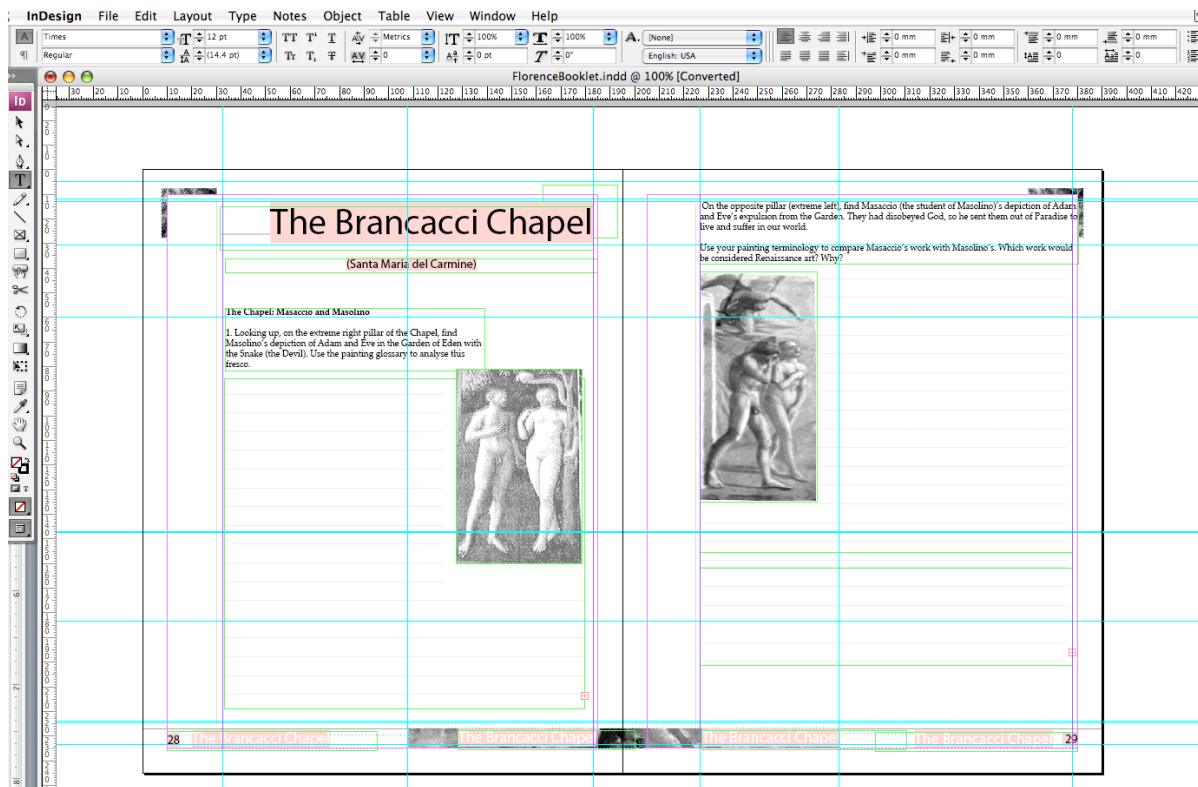
The booklet was created in Adobe InDesign because it is a professional desktop publishing program. Mr. Matthews will be responsible for making updates to the workbook for a number of years and the school has an Adobe CS4 educational license.

I am particularly proud of the image on the cover. It is a creative composite of several image layers in Photoshop. The background images were grayed-out using the brightness/contrast. A halo effect was created using feathering which blurs the edges by building a transition boundary between the selection and the surrounding pixels. The “flatten image” feature was then used to create one image from the different layers in Photoshop.



The master pages feature of InDesign was used to ensure consistency in the layout. Whenever applying master pages to other pages, changes made to the original master were made also on document pages that were made from on it.

The following shows an early page layout in InDesign with fonts, graphics elements in the corners and at the bottom, use of lines for student input, the allowance of margins for teacher comments and the use of the guidelines.



Other Information ~

The workbook went through numerous revisions during development an in consultation with Mr. Matthews. After a final review of the booklet by Mr. Matthews and the teachers in the History Department and the Head of the Secondary School, a proof copy was printed by Dome Print Services. The History Department funded 600 copies of the Florence book to be printed. Mr. Matthews has locked them in his cupboard because teachers who have seen the final version want their own copies. I am pleased with the popularity of the Florence booklet and hope that it will make other teachers want to redesign their trip and event materials.

This demonstrates that there is on-going consultation with the client throughout the development.

Word count = 1011

8 marks

The structure and organization of the Florence History Booklet are clearly indicated using diagrams accompanied by explanation.

The choice of complex techniques used to address the client’s requirements is justified using screenshots accompanied by explanation. There are some omissions in the description as noted within the criterion. However, using a “best fit” approach, 8 marks are awarded.

The word count for this criterion is approximately 1,015 words and must fit into the overall limit of 2,000 words.