

TABLE OF CONTENTS

I: INVESTIGATION

- Research
- Annotated Bibliography
- Application Testing
- Design Brief
- Design Specifications
- Product / Solution Test

II: DESIGN

- Designs
- Design Selection

III: PLAN

- Plan (First Draft)
- Evaluation of the Plan

IV: CREATE

- Product:
- Modifications to the Plan or Design

V: EVALUATE

- Product/Solution Evaluation
- Process Evaluation

I: INVESTIGATION

Research

(What do you need to know before you can design a solution to the problem? Consider defining the problem, researching background information for context, looking at previous solutions to similar problems, and interviewing your clients.)

Annotated Bibliography

(List all of the sources you used in your research, whether you specifically quoted them or not, and under each, write one or two sentences to explain what you used that source for or what you found useful in it. Use MLA citation format for your sources.)

Level	MYP Descriptors	Research Descriptors	Student	Teacher
1-2	The student investigates the problem, collecting information from sources.	<ul style="list-style-type: none"> • Research includes a few sources about a few of the following: previous examples of faked-photos, inquiry into how faked-photos can be identified, and general research about the reality of photographs. 		
3-4	The student investigates the problem, selecting and analysing information from some acknowledged sources.	<ul style="list-style-type: none"> • Research includes a limited range and number of sources about a few of the following: previous examples of faked-photos with some analysis, inquiry into how faked-photos can be identified, and general research about the reality of photographs. 		
5-6	The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources.	<ul style="list-style-type: none"> • Research is thorough, exploring previous examples of faked-photos with analysis, inquiry into how faked-photos can be identified, and general research about the reality of photographs. 		

Application Testing

(Practice using photo editing software to demonstrate understanding of layers, selection tools, transformation tools, adjustment layers, special editing tools.)

I plan to investigate Adobe Photoshop to see if it will be useful for putting together my poster. First experiments will be with making adjustments to the image quality, like colour and saturation and contrast. I start with this image:



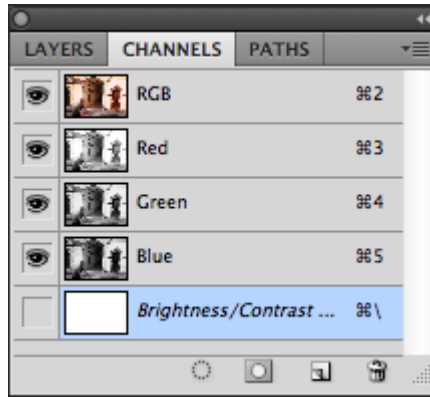
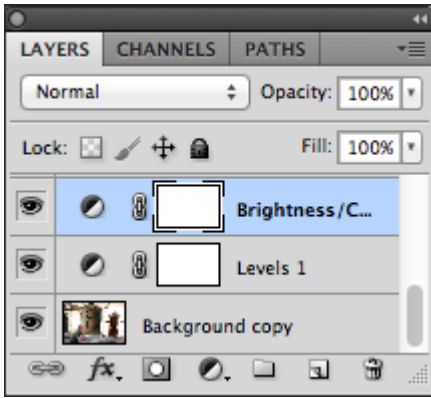
This image was shot at sunset, but looks like it was shot at noon. It would also be nice to see more inside the store, for example.

I begin by adding an adjustment layer from the layers palette for Levels. I reduce the range of whites in the image so the walls don't glow so brightly.

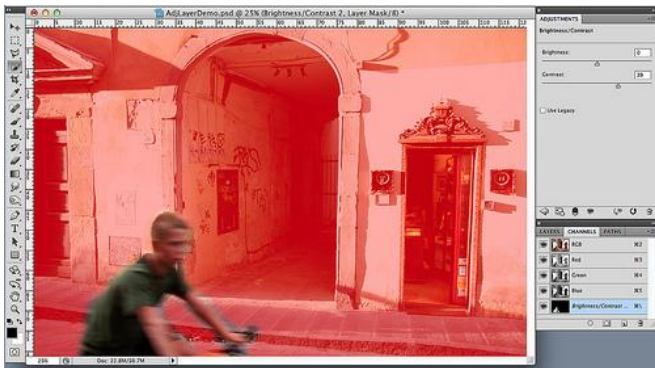


I want the boy to appear more in shadow, so I add a Brightness/Contrast adjustment layer on top to darken him down. I only want this effect to be on the boy, so I have to mask the rest of the image.

I make sure I have selected the layer I want to mask, then go to it's channels to paint on it's masking channel.



Then I paint over everything but the boy. It all appears red, but that's just so it is easy to see. There are no colors here, just a state of being painted or not painted, but transparency works. With the mask in place, I can make the mask invisible, go back to the layers palette and see the effect of my work.



I try adding a Color Balance adjustment layer to make the image warmer, more like sunset than noon. Once the color is warmer, I try adding a Saturation layer to increase the richness of the color.



This looks much more like sunset. Now I want to brighten the inside of the store. I add another Brightness/Contrast layer and mask everything but the doorway to the store.



Side by side, the before and after shots look like this:



The second test involves compositing two different photographs into one image.

Level	MYP Descriptors	Application Testing Descriptors	Student	Teacher
1-2	The student investigates the problem, collecting information from sources.	<ul style="list-style-type: none"> Uses only basic photo editing tools and techniques, works in a single layer in Photoshop or similar application. 		
3-4	The student investigates the problem, selecting and analysing information from some acknowledged sources.	<ul style="list-style-type: none"> Makes competent use of layers and selection tools; may use some of adjustment layers and masking, transformation tools, special editing tools (rubber stamp tool etc.) in Photoshop or similar application. 		
5-6	The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources.	<ul style="list-style-type: none"> Demonstrates ability to work in layers, use selection tools, use adjustment layers and transformation tools in Photoshop or similar application. 		

Design Brief

(In your Design Brief, you will need to formally describe your problem, your proposed solution and why you think it is a good solution.)

This year, Yokohama International School will hold Nourish, its first Conference on Well-Being, a one-day event open to the whole school community, designed to promote discussion and action about holistic wellness. The event is intended to run every year. The counselors at YIS would like to promote this event in order for it to have a successful launch.

In order to promote Nourish, I will design a poster. The poster will communicate basic information about where and when the event takes place, and as it is a new event in the community, it will also have to let people know what to expect from the event itself in terms of activities or talks. The poster will have to generate interest in the conference, since it is an event that has no history at the school--the design needs to be unusual and grab attention and inspire curiosity. By placing posters around the school, information will be presented only to members of the school community (as opposed to advertising in a newspaper or online), which is the target audience. A poster design can also be easily adapted for use on event specific blogs or on the school website.

Level	MYP Descriptors	Design Brief Descriptors	Student	Teacher
1-2	The student states the problem.	<ul style="list-style-type: none"> You state the problem, but do not provide context for the problem or identify stakeholders or describe your solution. 		
3-4	The student describes the problem, mentioning its relevance.	<ul style="list-style-type: none"> Design Brief states the problem and provides some of the following: context for the problem, identifies stakeholders, target audience, and why the solution will be effective. 		
5-6	The student explains the problem, discussing its relevance.	<ul style="list-style-type: none"> Design Brief provides context for the problem, explains the problem, identifies the stakeholders and the target audience, explains the solution in general terms, and why this kind of solution will be effective. 		

Design Specifications

(In your Design Specification, you should include a list of specifications (or criteria) to guide the creation and evaluation of your solution/product.)

Content

- the title of the event--Nourish
- sub-title of the event--First Annual Conference on Well-Being
- information - date, time, location
- indicate that conference is for students, staff and parents
- include the YIS logo

Function

- prominently display the name of the conference
- be legible and clean looking
- should work in print and also online
- should notice the image or title of the conference first, then be able to easily find other information once attention has been drawn
- should be easily adaptable between A4 and A3 sizes/dimensions

Aesthetic

- incorporate school colors as a base
- use bold contrasts
- lower-case, san serif fonts for "nourish" to keep the feeling friendly and informal
- serif fonts for the rest of the text to offset the title
- should be image-based to catch attention
- style should be edgy or quirky - needs to be different from other school publications to stand out
- whole poster should be colored/designed--no negative white-space so it looks professional, not like a home-grown design printed on a sheet of paper.

Level	MYP Descriptors	Design Specification Descriptors	Student	Teacher
1-2	The student lists some specifications.	<ul style="list-style-type: none">• Design Specification includes only a few, general specifications that describe some of the Content, Function and Aesthetic of the solution.		
3-4		<ul style="list-style-type: none">• Design Specification includes several, specific specifications that describe the Content, Function and Aesthetic of the solution.		
5-6		<ul style="list-style-type: none">• Design Specification includes a comprehensive list of specific specifications that include Content, Function, and Aesthetic.		

Product / Solution Test

(You need to design a test that will allow you to know how successful your final product/solution is in addressing the problem.)

I will create a survey with the following questions:

At a glance, what are your impressions of this poster - what do you expect it to be about?

What is the first thing you notice on the poster?

What do you notice second?

In your own words, what kind of event does this poster promote?

On a scale of 1-4, how much would you say this poster attracts your attention?

On a scale of 1-4, how confident do you feel that you know when the event will take place?

On a scale of 1-4, how confident do you feel that you know where the event will take place?

On a scale of 1-4, how confident do you feel that you know what will happen at this event?

On a scale of 1-4, how confident do you feel that you know who is sponsoring the event?

On a scale of 1-4, how interested are you in attending this event as a result of seeing this poster?

On a scale of 1-4, how would you rate the poster's legibility?

Is there anything about the event you want to know but is not on the poster? If so, what?

I will use a scale of 1-4 so that people can't sit on the fence and choose the middle. They'll have to lean one way or the other, if only slightly, and that will be much more useful information.

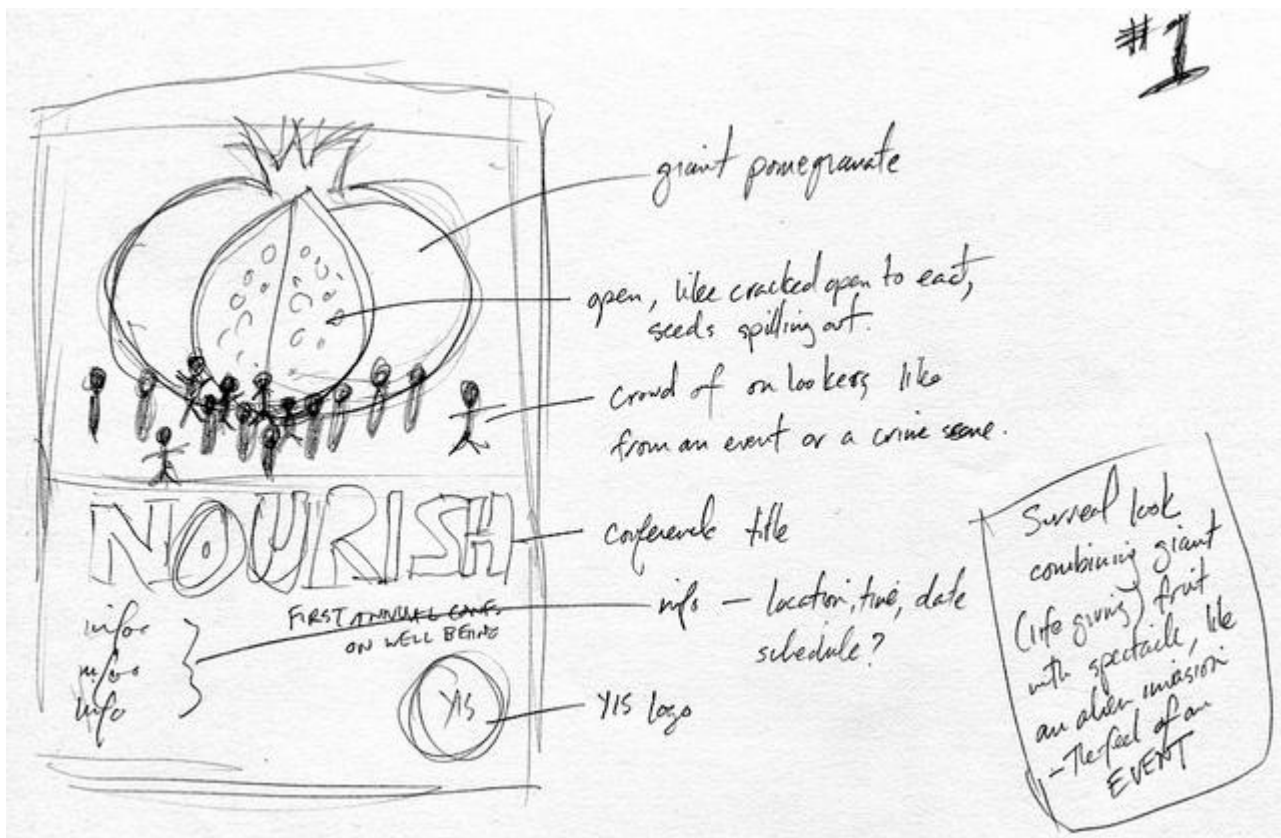
What would you change about this poster to make it more effective? Why?

Level	MYP Descriptors	Product Testing Descriptors	Student	Teacher
1-2		<ul style="list-style-type: none"> May design a test that provides very general and not very useful feedback about the effectiveness of the solution, or that fails to focus on function. 		
3-4	The student describes a test to evaluate the product/solution against the design specification.	<ul style="list-style-type: none"> Your test provides general feedback about the effectiveness of the solution, but may not refer to all relevant design specifications. 		
5-6	The student describes detailed methods for appropriate testing to evaluate the product / solution against the design specification.	<ul style="list-style-type: none"> It is clear that the test you design will provide detailed, specific feedback about how your solution meets the design specifications and how effectively it solves the problem. 		

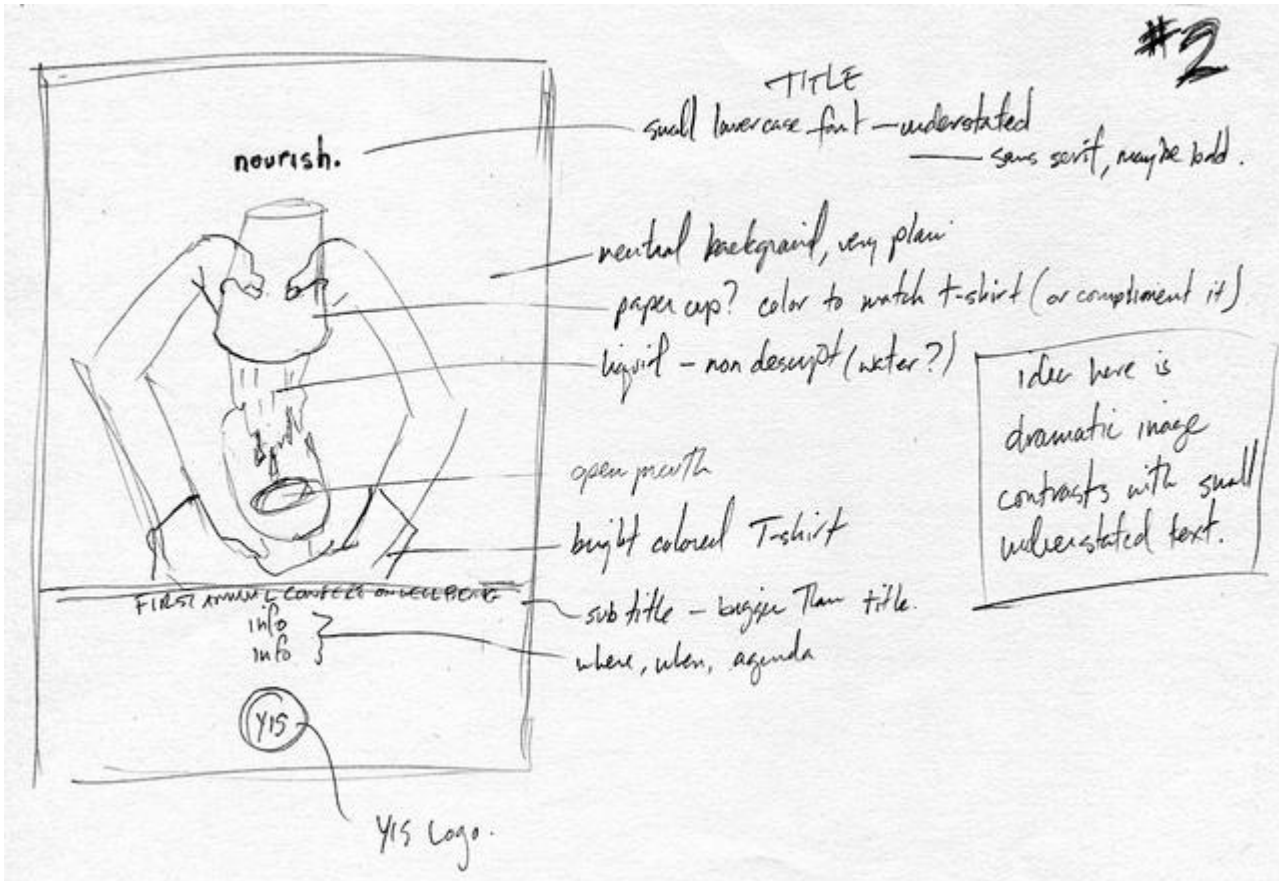
II: DESIGN

Designs

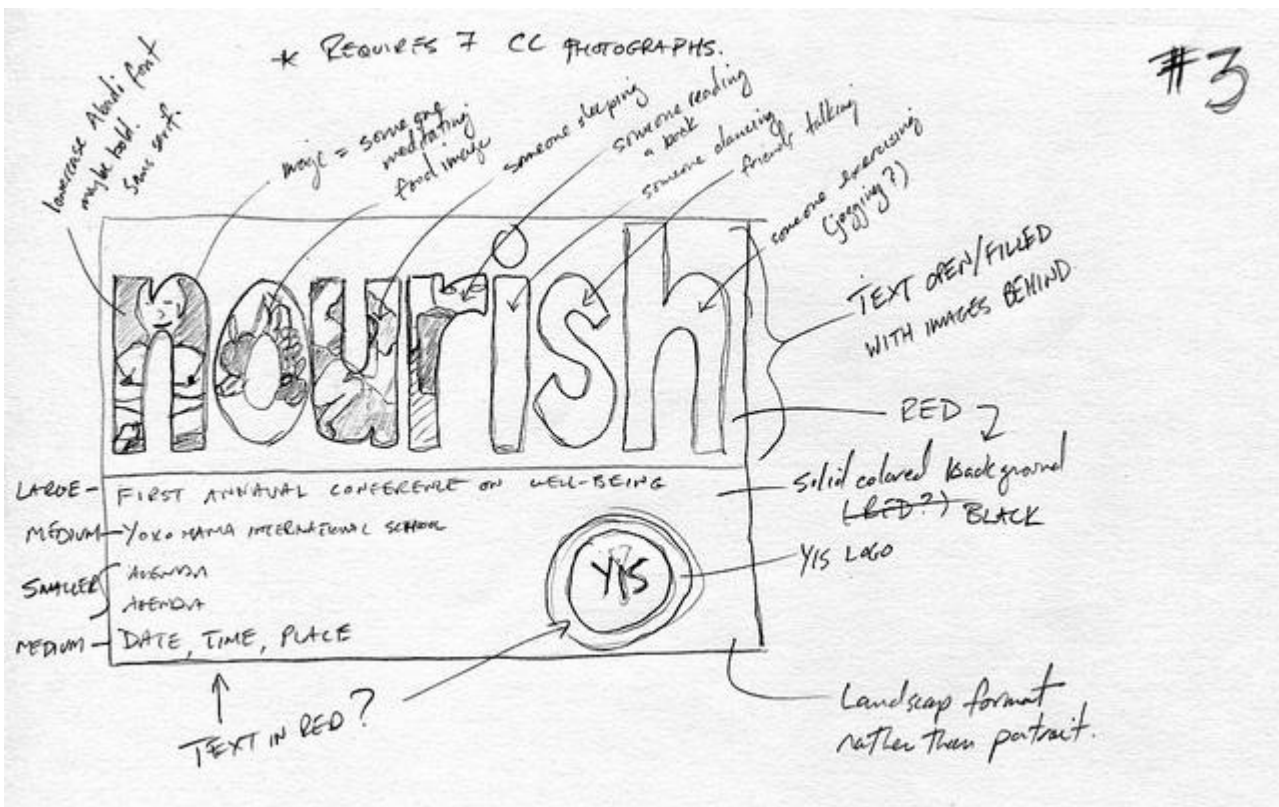
(Present evidence that you have brainstormed and developed a few different ideas into workable designs. Label your designs to make your intentions clear and make connections to the Design Specification.)



The main idea here is to use a giant, cracked-open pomegranate in a crowd to create a surreal-looking scene. The pomegranate is the fruit of life and therefore represents the idea of nourishment well. Having a crowd gather around a giant pomegranate seems like a good way to show a celebration of nourishment. The surrealist aspect also makes it a bit edgy, something you have to take a second look at and will be likely to remember.



Also an unusual image--or at least not a moment we are used to seeing frozen--will help to catch attention and be memorable. The rest of the design aims to be minimalist. The risk in this is that people have to look for the information. The payoff is that if people look for the information, they are more likely to remember it. So the success of this poster hinges on drawing interest and inspiring enough curiosity from the image to make people want to know what it's about.



This one is more straight-forward. Nothing surreal or shocking here, but it does do a better job maybe of

representing the variety of things that might be addressed at the conference. It is also possible that it will be difficult to get enough of the underlying images to show though the letters to identify what they are--will you see enough of the jogger through the "h" to know that it's a jogger, for example? This design does offer an option in landscape format.

Level	MYP Descriptors	Design Generation Descriptors	Student	Teacher
1-2	The student generates one design.	<ul style="list-style-type: none"> You generate only one design for your altered photograph. Design lacks description that explains your choices. 		
3-4	The student generates a few designs.	<ul style="list-style-type: none"> You generate a few different designs for your altered photograph; some designs may be similar. Designs have some descriptive labels to explain your choices. 		
5-6	The student generates a range of feasible designs, each evaluated against the design specification.	<ul style="list-style-type: none"> You generate several significantly different designs for your altered photograph. Designs are fully labelled to describe the design and explain your choices. 		

Design Selection

(Choose one design to create and justify why you chose it by referring back to each point of your Design Specification.)

I will create my poster from Design 1. All three designs meet all of the the content specifications (title, sub-title, date/time, welcome and logo); the basic information is easy to include in any of the options. Design 1 is best for cleanly and prominently displaying the conference title. Design 3 is prominent, but text that is filled with photos is not always clear to read. Similarly, the detail of the photos inside the letters may be lost as the poster gets smaller, so this design will be less flexible going between print and online platforms. The title in Design 2 is less prominent (by design), which means it's not the first thing you notice. Aesthetically, all three designs meet most of the specifications. School colors are easy to incorporate, all three use bold contrasts of one kind or another, the fonts can be chosen to meet the specs. Design 3 incorporates images into the text, but that may be less image-based than designs 1 and 2. Design 2 is based on a neutral background and the specs say to avoid white negative space, so while it could still be avoided, Design 2 is not great in this respect. Lastly, the style should be quirky or edgy and different from other school publications. This is mostly a subjective judgement, but Design 3 is not very edgy; Design 2 could be, but would really depend on having exactly the right photo to look a bit outrageous. Design 3 has a surrealist aspect of the over-sized pomegranates, which I think is just odd enough to really attract attention in an artistic way. In the end then, I choose Design 1 because it does the best job of meeting all of the design specifications.

Level	MYP Descriptors	Design Selection Descriptors	Student	Teacher
1-2	The student generates makes some attempt to justify this against the design specification.	<ul style="list-style-type: none"> You make general reference to some of the design specification in explaining why you think this design will work. 		
3-4	The student justifies the choice of one design and fully evaluates this against the design specification.	<ul style="list-style-type: none"> You make a clear choice of one design of brand and vehicle and justify your choice by making some specific references to the design specification. 		
5-6	The student justifies the chosen design and evaluates it fully and critically against the design specification.	<ul style="list-style-type: none"> You make a clear choice of one design and justify your choice by making specific reference to each point of the design specification. 		

III: PLAN

Plan (First Draft)

(Develop a plan for how you will go about creating the final product from the design you have chosen. Think of it as an instruction manual for creating your product/solution. Account for resources you will use, including a timeline for the completion of each task.)

1. Search for images to use in the poster:
 - a. Crowd scene
 - b. Broken Pomegranate
 - c. (potentially) a background
2. Create a new Photoshop document at 300 dpi and A3 dimensions.
3. Import images into Photoshop.
4. Do independent color and image adjustments on each photograph.
5. Use selection tools to paste the pomegranate into the crowd scene.
6. Adjust relative sizes using transformation tools.
7. Copy the front part of the crowd and paste over the pomegranate to create depth. Use edit tools to trim around individual members of the crowd so they appear to be in front of the pomegranate. Basically, anyone in the photo whose feet are in front of the shadow cast by the pomegranates needs to be in the foreground.
8. Place composite photograph on the poster.
9. Add “nourish” text and size to the width of the page in a sans serif font.
10. Add subtitle and conference info in a serif font.
11. Import the Adobe Illustrator file of the YIS logo, and add it to the poster.

Level	MYP Descriptors	Planning Descriptors	Student	Teacher
1-2	The student produces a plan that contains some details of the steps and/or the resources required.	<ul style="list-style-type: none"> ● Plan contains a few general steps involved in creating the product. ● May contain references to either resources or applications. ● Does not suggest order or timeline. 		
3-4	The student produces a plan that contains a number of logical steps that include resources and time.	<ul style="list-style-type: none"> ● Plan contains some specific steps involved in creating the product. ● Plan identifies necessary resources or applications. ● Suggests and general order or timeline for tasks. 		
5-6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time.	<ul style="list-style-type: none"> ● Plan contains all specific steps involved in creating the product. ● Plan identifies necessary resources or applications and details how they will be obtained and used. ● Provides a specific order and timeline for tasks. 		

Evaluation of the Plan

(Evaluate the plan you have created and document how you evaluated it.)

Missed steps:

Setting a background color.

Changing the crowd photo to black and white.

Add CC image attributions for photos used.

Record attribution information for sourced photos.

Plan (Final)

1. Search for images to use in the poster:
 - a. Crowd scene
 - b. Broken Pomegranate
 - c. (potentially) a background
2. Record attribution data for CC images.
3. Create a new Photoshop document at 300 dpi and A3 dimensions.
4. Import images into Photoshop.

5. Do independent color and image adjustments the pomegranate photograph.
6. Make the crowd photograph black and white.
7. Use selection tools to paste the pomegranate into the crowd scene.
8. Adjust relative sizes using transformation tools.
9. Copy the front part of the crowd and paste over the pomegranate to create depth. Use edit tools to trim around individual members of the crowd so they appear to be in front of the pomegranate. Basically, anyone in the photo whose feet are in front of the shadow cast by the pomegranates needs to be in the foreground.
10. Place composite photograph on the poster.
11. Set the background color to red.
12. Add "nourish" text and size to the width of the page in a sans serif font.
13. Add subtitle and conference info in a serif font.
14. Import the Adobe Illustrator file of the YIS logo, and add it to the poster.
15. Add attribution/CC license information for any sourced images.

Level	MYP Descriptors	Plan Evaluation Descriptors	Student	Teacher
1-2	The student produces a plan that contains some details of the steps and/or the resources required.	<ul style="list-style-type: none"> ● Does not evaluate the plan. 		
3-4	The student produces a plan that contains a number of logical steps that include resources and time.	<ul style="list-style-type: none"> ● You may adjust the plan based on feedback or evaluation. 		
5-6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time.	<ul style="list-style-type: none"> ● Someone other than the designer could follow this plan and successfully create the product. ● Provides evidence of evaluation of the plan and resulting revisions. 		

IV: CREATE

Product:

(Present evidence here of your creation process. Photographs or screenshots.)

I can't find a photograph of a broken-open pomegranate that is vertical and just open, as opposed to pulled apart. So I need photos that will still communicate the same idea even though I can't find the exact image suggested in the design. Here's what I found:



<http://flickr.com/photos/stevendepolo/5147248673> - open pomegranate)

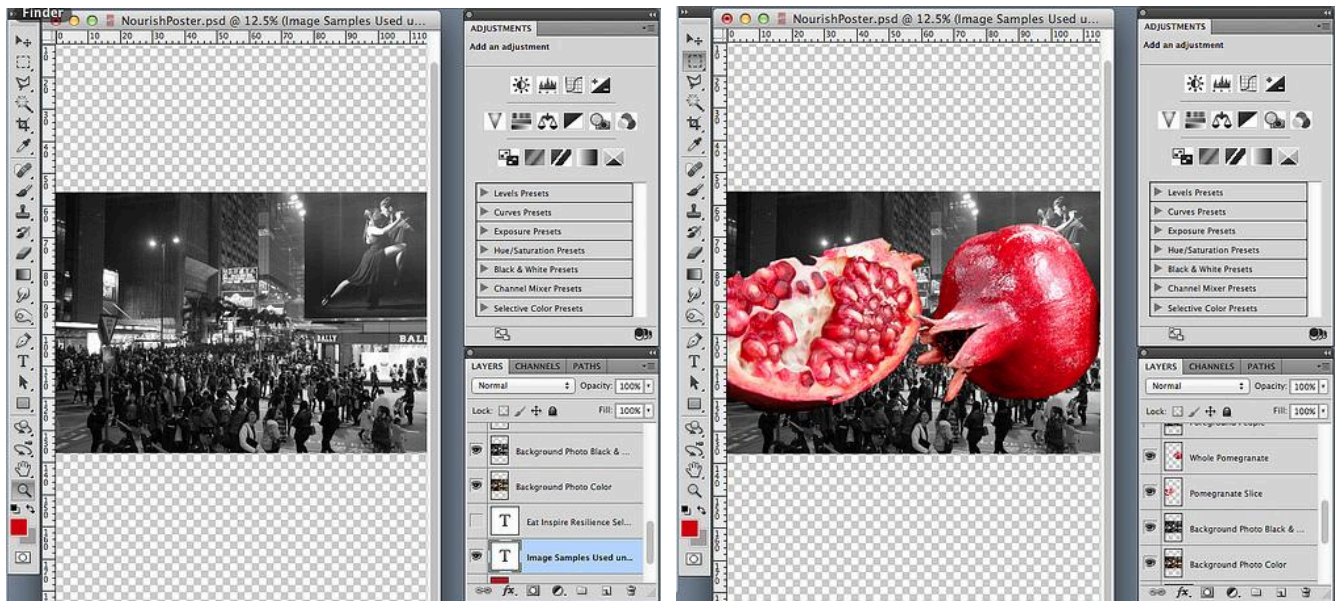
<http://flickr.com/photos/youasamachine/8103880056> - whole pomegranate. This image is watermarked with a copyright symbol, but is licensed cc-by-sa. I don't plan to use the part of the photo that is

watermarked so this should be fine.) Some combination of these images should work well, as they give both the inside of the pomegranate and the interesting outside shape.

For the crowd scene, I will use this photograph that I took myself (and therefore do not have to cite):



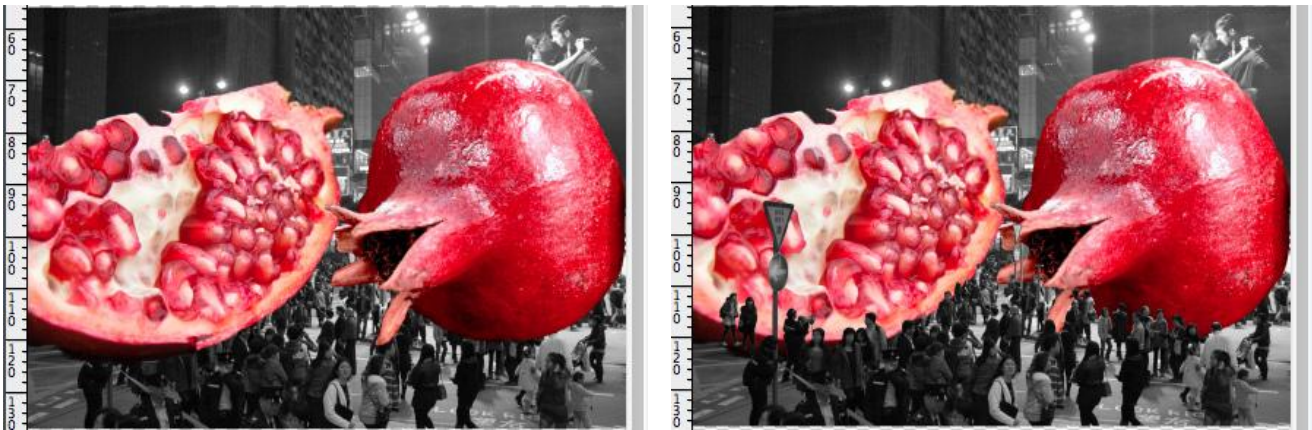
Change the background image to black & white, and add the pomegranates from the other images.



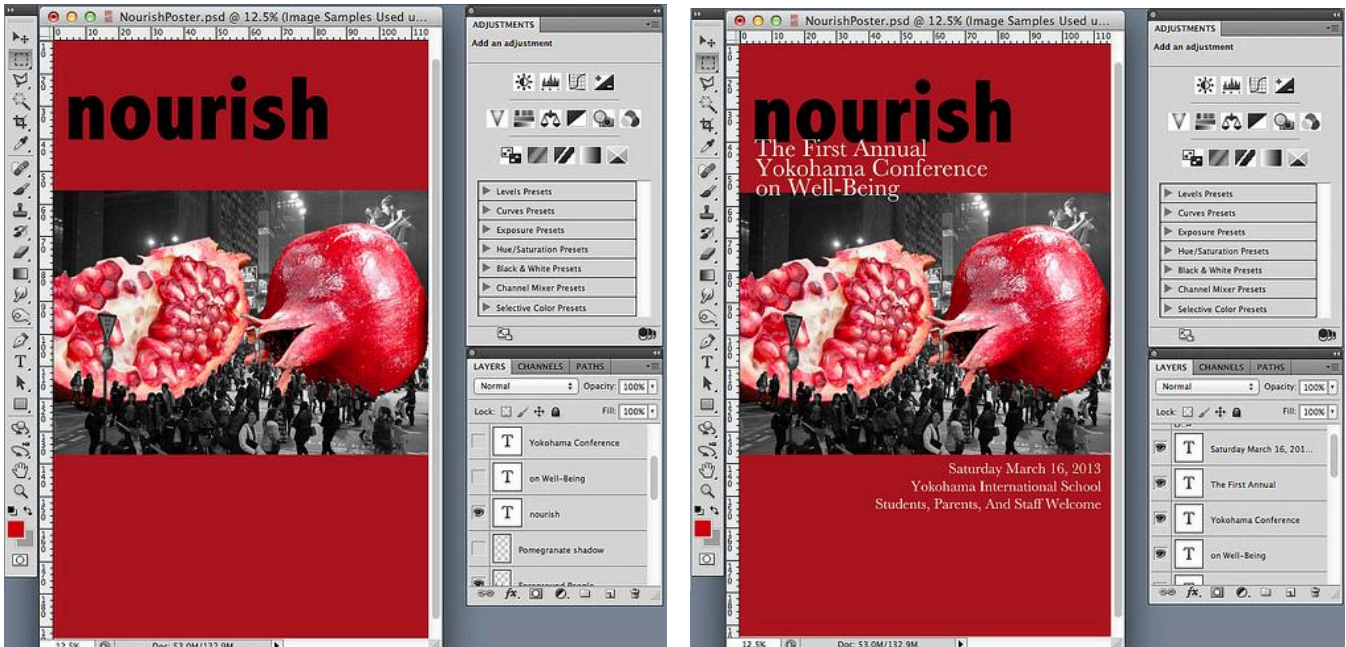
Copy the front part of the crowd, whoever's feet are in front of the shadows of the pomegranates.



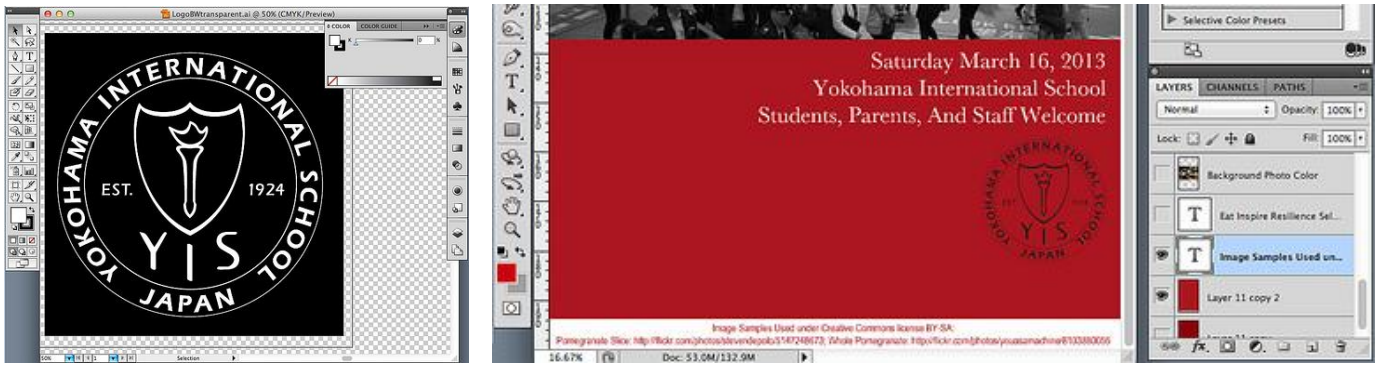
Move this layer over the pomegranates so the crowd is both before and behind the fruit.



Add in the background, and title text. Then add the subtitle and conference information.



Open the YIS logo Illustrator file (this already existed) and export to Photoshop. Add it to its own layer over the poster. Add text for the citation of the non-original sources.

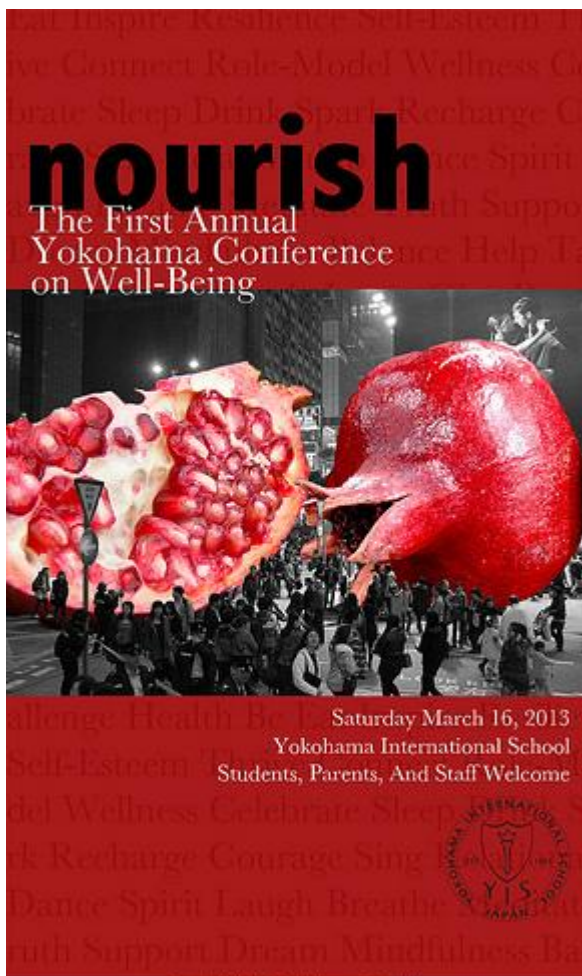


Looking at the image, the light seems to be coming from different directions on the two pomegranates. To solve this, I isolate the right pomegranate, copy it, fill the shape with black and flatten it into the shape and proportion of a shadow. I used layer transparency to reduce the opacity of the shadow to make it match the darkness of the shadow of the other pomegranate. I move this layer behind the foreground crowd and adjust until it looks like it belongs.



The poster doesn't really suggest what the conference will be about, other than saying well-being. So I added text to the background layer with thematic words that describe what might be covered in the sessions and workshops at the conference.

All done, it looks like this:



Level	MYP Descriptors	Creation Product Descriptors	Student	Teacher
1-2	The student creates at least part of a product / solution.	<ul style="list-style-type: none"> You create an incomplete version of your altered photo, or the alterations made are insignificant. May use but not attribute source materials directly on the product. 		
3-4	The student uses appropriate techniques and equipment. The student creates a product / solution of good quality.	<ul style="list-style-type: none"> Some alterations may be detectable, but the overall effect of the alterations is good. Attributes source materials. 		
5-6	The student competently uses appropriate techniques and equipment. The student creates a product/solution of appropriate quality using the resources available.	<ul style="list-style-type: none"> All elements of the design are by intention rather than default. Alterations are not detectable. The overall effect is seamless. Attributes source materials and complies with licensing agreements. 		

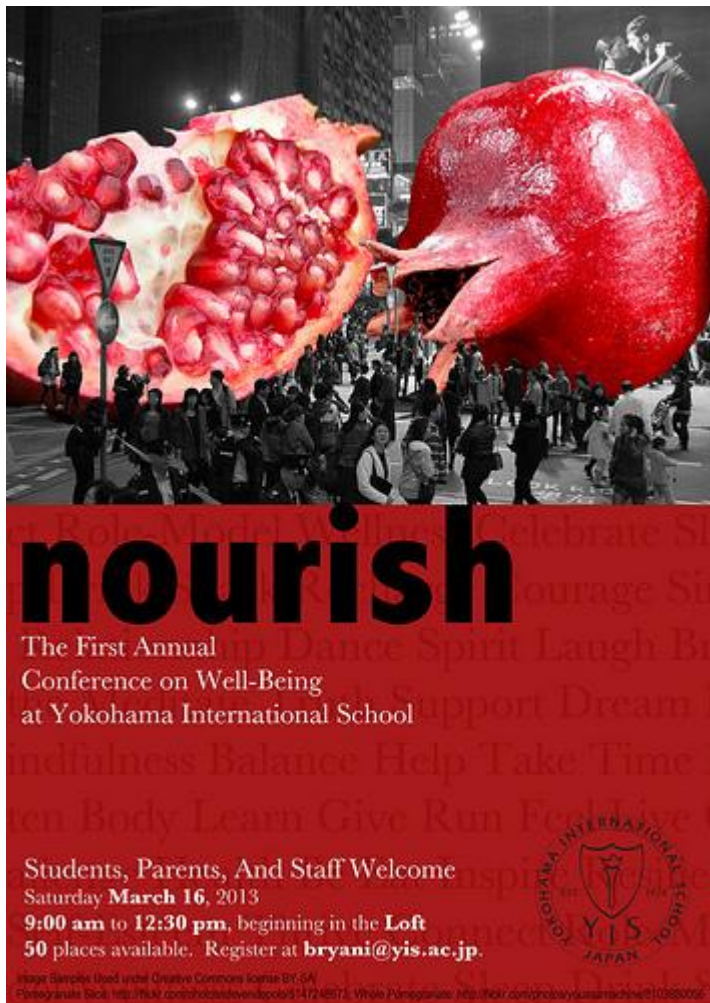
Modifications to the Plan or Design

(If you do anything differently than you planned it, you MUST make note of it here - explain what you did differently and why and how you expect that to affect the final solution/product.)

I couldn't find an image of a broken pomegranate, so the design was modified to use two other images. A drop shadow was added to the pomegranate on the right. I also added text to the background layer in order to suggest more information about what the conference is about.

I'm not happy yet with the design; the layout seems a bit busy. Also, there is an accompanying conference before Nourish that has a poster with a strong design. I'd like the two conferences to seem part of the same, or at least closely related, I would like to bring some of those design elements to this poster. It has its image at the top of the poster and the information at the bottom. I will adjust this design to better suit that layout and also for A3 paper.

The revised poster is here:



Level	MYP Descriptors	Creation Process Descriptors	Student	Teacher
1-2	The student considers the plan.	<ul style="list-style-type: none"> You follow the general directions of your plan. 		
3-4	The student follows the plan and mentions any modifications made.	<ul style="list-style-type: none"> You follow most of the specific directions of your plan. You make note of any changes made to the plan or design during the process of creation. You make effective use of resources, applications and tools. 		
5-6	The student follows the plan and justifies any modifications made.	<ul style="list-style-type: none"> You follow all of the specific directions of your plan. You make note of any changes made to the plan or design during the process of creation and explain why you made them (referring to the design specification where appropriate). You make effective and efficient use of resources, applications and tools. 		

V: EVALUATE

Product/Solution Evaluation

(Apply the test you devised in the Investigation to see how successful your solution/product is. Interview your clients and determine their satisfaction. Devise and carry out any other tests the will help you to judge the success of your product/solution.)

Level	MYP Descriptors	Process Evaluation Descriptors	Student	Teacher
-------	-----------------	--------------------------------	---------	---------

1-2	The student evaluates the product/solution or his or her own performance.	<ul style="list-style-type: none"> You assess your work on the project overall, but not in each stage of the Design Cycle. 		
3-4	The student evaluates his or her own performance and suggests ways in which these could be improved.	<ul style="list-style-type: none"> You assess your work in each stage of the Design Cycle and make a few suggestions for improvement. 		
5-6	The student provides an evaluation of his or her own performance at each stage of the design cycle and suggests improvements.	<ul style="list-style-type: none"> You assess your work in each stage of the Design Cycle, making suggestions for improvement at each stage of the Design Cycle. 		

Process Evaluation

(You should also reflect on your process in using the design cycle to solve the problem.)

Level	MYP Descriptors	Product Evaluation Descriptors	Student	Teacher
1-2	The student makes some attempt to test the product/solution.	<ul style="list-style-type: none"> Your survey may provide information about your product's aesthetic but not much information about its function. You gather one or two responses but do not summarize the results. 		
3-4	The student tests the product/solution to evaluate it against the design specification.	<ul style="list-style-type: none"> Your survey provides some general information about how your product works. You gather a few responses and summarize the results. 		
5-6	The student evaluates the success of the product/solution in an objective manner based on the results of testing , and the views of the intended users . The student provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.	<ul style="list-style-type: none"> Your survey asks specific questions relating to the design specification and how well your design works. You gather at least four responses to your survey and reflect thoughtfully on the results. You assess the overall impact of your solution on the problem. 		