



UNDERSTANDING WHY
DESIGN MATTERS

Walsworth yearbooks

Yearbook
SUITE

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UNDERSTANDING WHY
DESIGN MATTERS

STUDENT WORKBOOK

UNDERSTANDING WHY DESIGN MATTERS

You have a theme. You even have a great cover. Now it's time to figure out what goes on each page of your yearbook. Where to start?

Publication design is more than placing pictures on pages. It's more than picking pretty fonts. It's more than using green, "because it's my favorite color."

Good designers evolve and good design communicates. It draws the reader in, it enhances stories, it drives your well-chosen theme.

The timeline for this unit will be ongoing. Once you have mastered basic design principles, you will be introduced to more advanced design, leading you well on your way to communicating with design.

To get started, we need to look at the foundation for building an insightful eye for design by examining the following areas:

Observing the elements of good editorial design

Starting with a blank page

Creating a basic design

Understanding type

Creating a secondary coverage package

VOCABULARY

DPS

Bedazzled.
Rosa Gonzales, last year's queen, places the sash on this year's winner, Gloria Baker, 12. Gonzales also placed the crown on Baker's head in a ceremony near the backdrop that the marching band used for its halftime show. "I was so overwhelmed, I couldn't figure out what Rosa was doing at first," Baker said.



Dominant element

Crowning Gloria

Eyeline

Behind the dance

Becoming the 2013 homecoming queen was not a dream come true for Gloria Baker, 12. She never imagined that she would be selected.

"I had never thought much about it. And then my friend Zoe (Reagan, 12) heard a couple of cheerleaders talking about it, and she said I should get in the running."

Zoe went to Ms. Allen, the chemistry teacher, asking her to nominate Baker. "I'm so glad Zoe came to me. Gloria is a great, all-around girl who doesn't seek much attention," Allen said. "She's smart and has lots of school spirit. She's on the Scholar Bowl team. Maybe this honor will help with recruiting."

Teachers nominated six senior girls for homecoming queen – Baker, Amanda Noble, Krista Doan, Jenny West, Megan MacArthur and Lisa Donovan. Students voted for their choice on Tuesday before the Friday night game.

"It is such an honor to be recognized by the teachers and classmates. I'm thrilled to wear the homecoming crown for my school this year," Baker said.

Caption

Look me, one hand!
Defensive lineman Scott Armstrong, 12, blocks a low kick by Westfield High's kicker Ian McLaughlin to keep the score from being tied as time ran out. Spring Hill won its first homecoming game in six years, 27-20.



COB




Copy

23 Student Life | homecoming

External margin

Folio tab

Folio

Bleed

- Bleed** Photos, artwork or graphics that extend off of the trim area of a spread
- Caption** The copy that explains the Who, What, When, Where, Why and How of action in a photo; plan space for every photo to have a caption
- Copy** Refers to all text on a spread; copy includes captions, stories, headlines. All spreads need copy to help tell the story of the year
- Cut-out background (COB)** A photo where the background is removed
- Dominant element** The largest eye-catching photo or collection of photos or elements on a spread
- Double-page spread (DPS)** Two facing pages; the left page is an even number
- External margin** A margin of white space that will frame the edges of the spread
- Eyeline** A one-pica line that connects the left and right pages; all design elements should sit on or hang from this line
- Folio** Page number on a yearbook spread; accompanying words or phrases identifying the content are called folio tabs

Bedazzled.
Rosa Gonzales, last year's queen, places the sash on this year's winner, Gloria Baker, 12. Gonzales also placed the crown on Baker's head in a ceremony near the backdrop that the marching band used for its halftime show. "I was so overwhelmed, I couldn't figure out what Rosa was doing at first," Baker said.



Headline
Crowning Gloria

Type

Victories by two long-shots – the homecoming queen and the football team – make for a spectacular homecoming. By Renee Young

Becoming the 2013 homecoming queen was not a dream come true for Gloria Baker, 12. She never imagined that she would be selected.

"I had never thought much about it. And then my friend Zoe (Reagan, 12) heard a couple of cheerleaders talking about it, and she said I should get in the running."

Zoe went to Ms. Allen, the chemistry teacher, asking her to nominate Baker. "I'm so glad Zoe came to me. Gloria is a great, all-around girl who doesn't seek much attention," Allen said. "She's smart and has lots of school spirit. She's on the Scholar Bowl team. Maybe this honor will help with recruiting."

Teachers nominated six senior girls for homecoming queen – Baker, Amanda Noble, Krista Doan, Jenny West, Megan MacArthur and Lisa Donovan. Students voted for their choice on Tuesday before the Friday night game.

"It is such an honor to be recognized by the teachers and classmates. I'm thrilled to wear the homecoming crown for my school this year," Baker said.

Internal margin



Look ma, one hand!
Catherine Henner (left), Armstrong, 12, blocks a low kick by Warfield High's kicker for McLaughlin, to keep the score from being tied as time ran out. Spring Hill won its first homecoming game in six years, 27-20.



Sara Smalley, 11, Erica Wilson, 11, and Jane Everett, 11, cheer the team in a special section in the stands created by the juniors.

The band stays in the stands in the last half of the game to keep spirits up. Usually the band took a break after halftime.

Behind the dance



Brittany Jacobs, 12, tries to coax a smile out of her date, Max Henry, 11, during the dance.

Michelle Roberts, 11, and Whitney Collins, 12, work on their line dancing.

Michael Kim, 11, debaters the virtues of Chevrolet over Ford's with his new car.

Caro Ludwig, 12, and Abbey O'Neal, 12, wait in the refreshment line.

“This year's band, Musical Spectrum, was the best. They rocked the house and kept the party moving.”
Sandra Olivas, 12.


23 Student Life | homecoming

homecoming | Student Life **24**

White Space

Gutter

Logo

- Gutter** The place where the left and right pages meet; the gutter is often one or two picas wide and is folded as the book comes together.
- Headline** Word or words set in large type that attracts the reader to the spread; headlines traditionally are placed above copy blocks
- Internal margin/spacing** A consistent amount of white space between elements; traditionally, this has been one pica. For this design unit, it shall remain one pica.
- Logo** Artwork used to represent a company; logos can be a unifying graphic for the yearbook theme
- Pica** A journalistic unit of measurement; one pica = 1/6 of an inch 
- Type** Printed letters or characters
- White space/negative space** The absence of any element

Lesson 1

Observing the Elements of Good Editorial Design

Objective – In this lesson, you will learn:

To understand and recognize what makes a strong visual design

Design helps communicate the story. The chosen photos, type and graphics are arranged on the pages to help the reader.

Design elements are not just thrown down willy-nilly, there is a plan. Looking at great design will allow you to understand the importance of how the elements communicate.



Materials needed: Several magazines, Walsworth's Possibilities book, Walsworth's "Perfect Packaging" poster, Pinterest

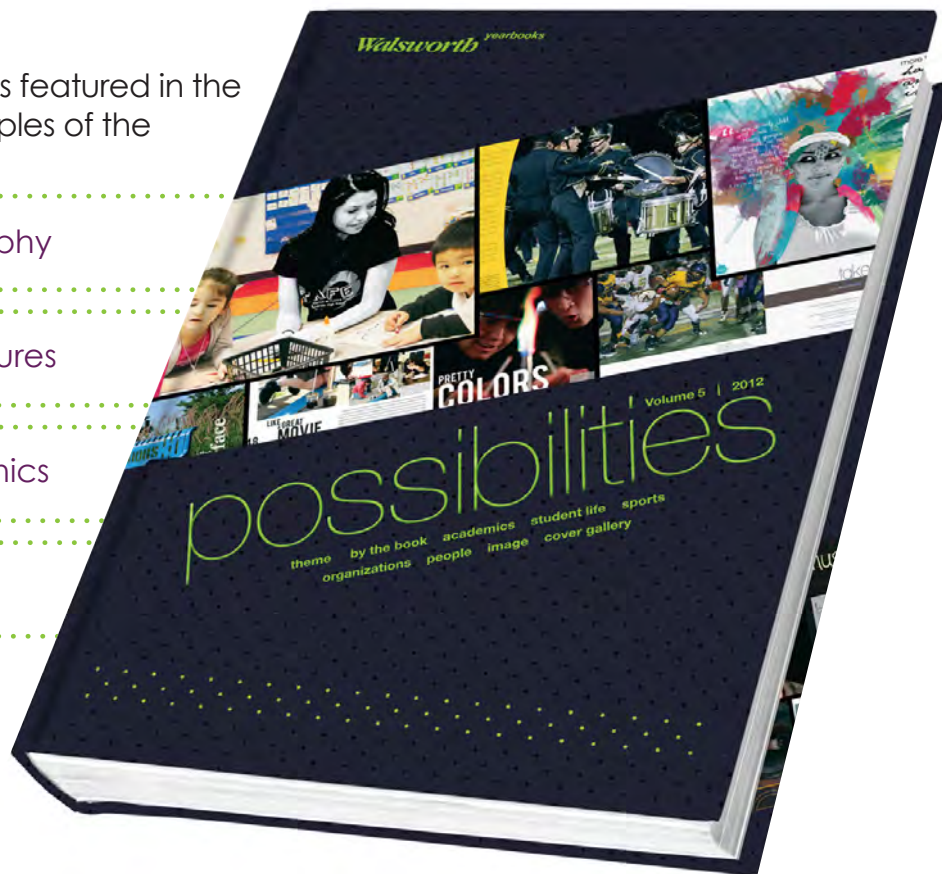
Look at several of the yearbooks featured in the Possibilities book. Look for examples of the following:

Dynamic photography

Captions for all pictures

Eye-catching graphics

Use of color



Your Name:

Characteristics you notice:

Lined area for student response with horizontal dotted lines.

Lesson 2

Starting With a Blank Page

When it comes to yearbook design, where do you begin? First, you want to know that you start to design on double-page spreads (DPS). A double-page spread means we look at the left and right side of the pages as one layout. Even though it's technically two pages, a yearbook spread is perceived as one unit – instead of two vertical rectangles, it's one horizontal rectangle.

On the spread, there are external margins. This area has two jobs; the first is to create a frame of white space around the page, the second is for the printer and the binder. The printer will trim and clean all the folded pages so they are neat as they sew them into the book.

The next thing to know is you will be working in a journalistic unit of measurement called a pica. One pica equals $\frac{1}{6}$ of an inch. Each pica is made up of 12 points. We will really use points when we discuss type size. So, if you use 36 points in a headline, how many picas do you have?

Let's do a math lesson!

If you have a 72-point headline, how many picas do you have?
How many inches is a 72-point headline?



Objectives – In this lesson, you will learn:

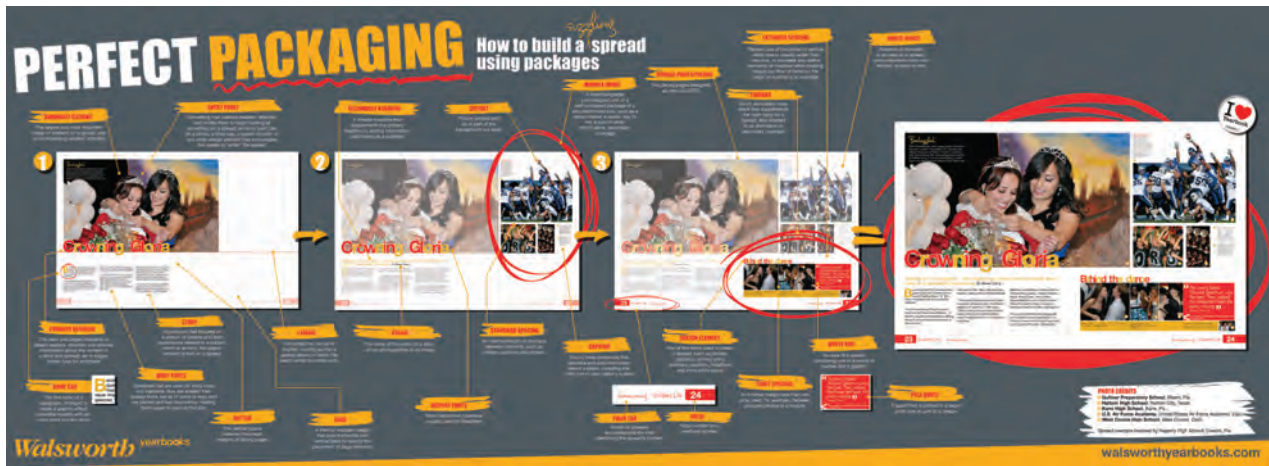
How to recognize a well-designed yearbook spread

Basic design concepts that include column structure, external margins, internal margins, eyeline, points and picas

Now on to the actual page design. For this, you need to think about three areas:



Take a look at Walsworth's "Perfect Packaging" poster. Notice that the dominant element is a large photo that is not directly in the middle, but is toward the center of the spread.



Bedazzled.

Rosa Gonzalez, last year's queen, places the sash on this year's winner, Gloria Baker, 12. Gonzalez also placed the crown on Baker's head in a ceremony near the backdrops that the marching band used for its halftime show. "I was so overwhelmed, I couldn't figure out what Rosa was doing at first," Baker said.

Crowning Gloria

Look into one hand: Catherine Sherman Dault, sophomore 12, stands a few feet by Westfield High School on Wednesday to keep the score from being tied in the first half of the game. Spring Hill won its first homecoming game in six years, 2010.

Caro Smiley 11, Erica Wilson 11, and Jane Cawell 11 cheer the team in a special section of the stands created by the seniors.

The band stays in the stands in the last half of the game to keep spirits up. Unlike the band last year, the band had a break after halftime.

Victories by two long-shots – the homecoming queen and the football team – make for a spectacular homecoming. *By Renee Young*

Becoming the 2013 homecoming queen was not a dream come true for Gloria Baker, 12. She never imagined that she would be selected.

"I had never thought much about it. And then my friend Zoe (Reagan, 12) heard a couple of cheerleaders talking about it, and she said I should get in the running."

Teachers nominated six senior girls for homecoming queen – Baker, Amanda Noble, Krista Doan, Jenny West, Megan MacArthur and Lisa Donovan. Students voted for their choice on Tuesday before the Friday night game.

"I'm so glad Zoe came to me. Gloria is a great, all-around girl who doesn't seek much attention," Allen said.

"She's smart and has lots of school spirit. She's on the Scholar Bowl team. Maybe this honor will help with recruiting."

"It is such an honor to be recognized by the teachers and classmates. I'm thrilled to wear the homecoming crown for my school this year," Baker said.

Behind the dance

Brittany Jacobs 12, tries to coax a smile out of her date, Mike Henry 11, during the dance.

Michelle Roberts 12 and Whitney Tobias 12 work on their line dancing.

"This year's band, Musical Spectrum, was the best. They rocked the house and kept the party moving."

Sandra Olivas 12

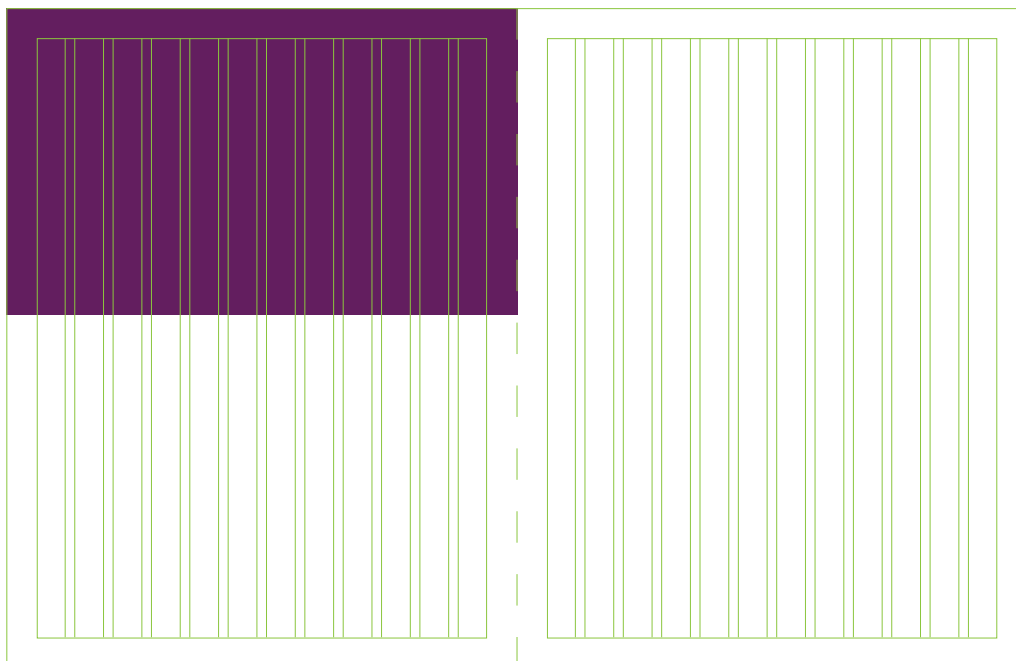
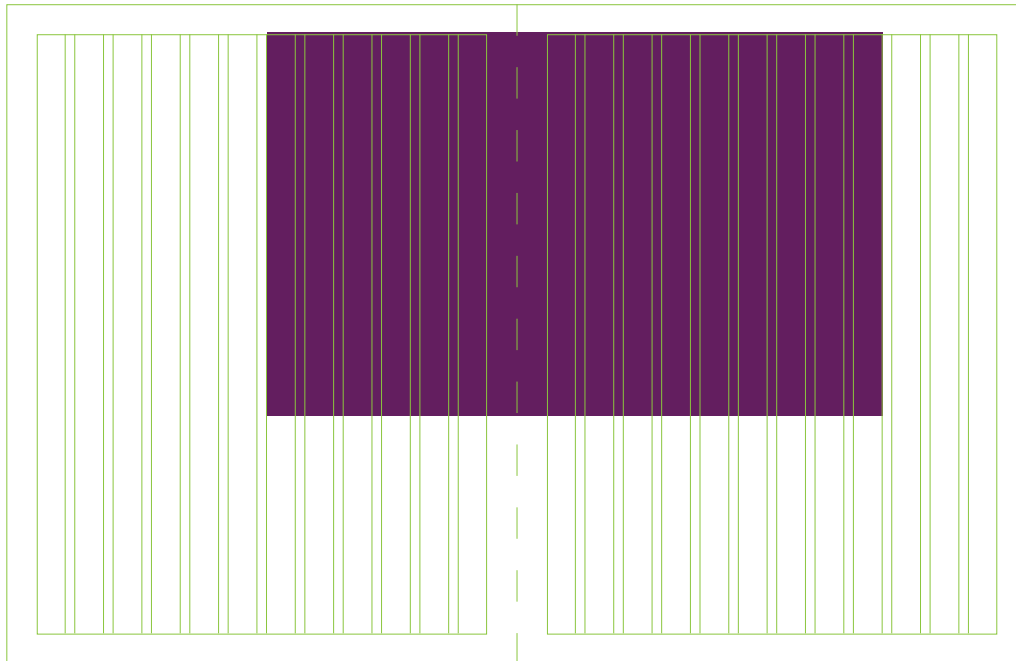
Caro Ludwig 12 and Abbey O'Hair 12 wait in the refreshment line.

Michael Kim 11, debates the virtues of Cheesecake over Frodo with Mike Polley 11.

Your Name: _____

DOMINATING DESIGN

Often the first design element that you'll begin with when designing a spread is a dominant photo. This image sets the tone for the page and determines how the entire spread will be laid out. Finding a way to do this effectively is really a skill that takes practice. Use the example templates below to sketch how you'd design around a dominant photo. Be sure to include areas for modular packages, copy, captions, headlines and additional photos.

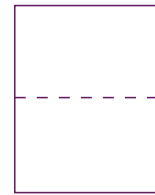


MANIPULATING PHOTOS TO CREATE AN EYELINE AND CONSISTENT INTERNAL MARGINS

Materials needed: Various magazines, newspapers and yearbooks (preferably not your school's book)

- Walsworth layout sheets
- 8 ½ x 11 paper white

1. Take the sheet of white paper and fold in in half from top to bottom, short sides together.
2. Tear the paper in half.
3. Take one-half of the paper and fold that in half and tear it as well. Now you have two 1/4 pages.
4. Again, take one of those pieces and fold and tear it into two 1/8 pages.
5. Now take the largest piece of paper and lay it down in the middle of the spread. Do not place it in the direct middle. Yes, it may and should cross the gutter.
6. Leave only one pica separation and lay down the next largest piece of paper.
7. Once the two are down, see if you notice an eyeline.
8. Now using the eyeline, place all pieces of paper leaving only one pica between each element.
9. All pieces of paper should sit on or hang from the eyeline.



Lessons 1-2
SCORE

RATE YOUR PROGRESS

- 4.0 I can do all tasks in 3.0 and I can teach others!
- 3.0 I can recognize a well-designed spread and can identify the elements that make the design visually pleasing. I can...
- a. gather relevant information from multiple authoritative sources to help generate and strengthen design and layout ideas
 - b. use research and exposure to well-designed layouts to train my eye to recognize effective design

I demonstrate a command of basic design vocabulary and can identify the design elements in a spread.

- 2.0 I can identify a well-designed spread, but I still don't understand the characteristics that make it a strong visual design.
- 1.0 I still don't understand how to recognize a well-designed spread.

Lesson 3

Designing a Basic Layout

Objective – In this lesson, you will learn:

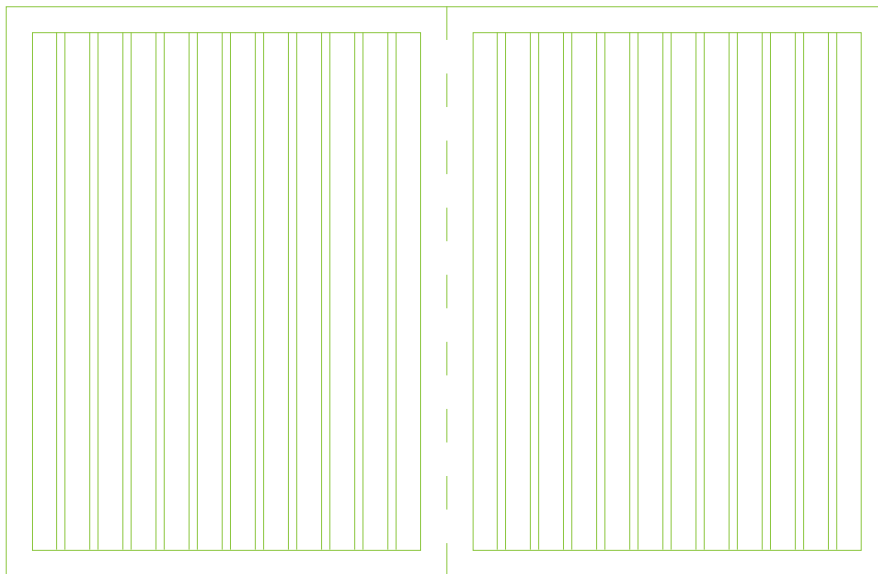
How to create a yearbook spread using all the basic rules of design

Creating a design means that the designer places all elements (photos, copy, graphics) on a page in a planned manner. Strong design will encourage the reader to study further and they will react to the design.

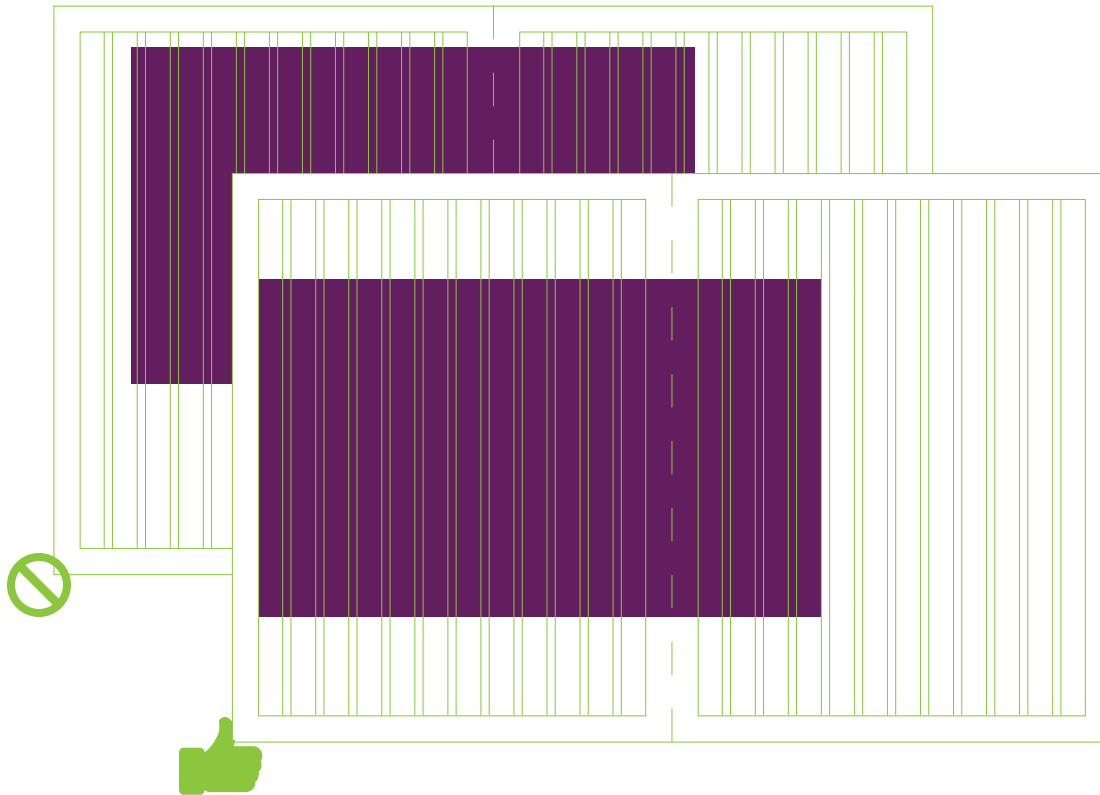
ACTIVITY

TIME TO DESIGN

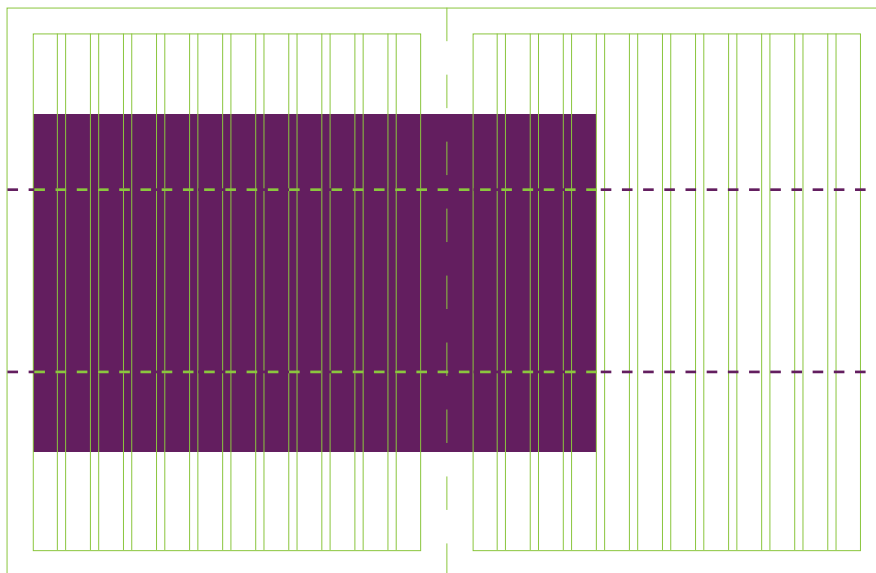
1. Take a size 7, 8 or 9 layout sheet and examine the external margin, the pica structure and even the columns, which have been established for you. If you fold the sheet in half, you will notice the established gutter.



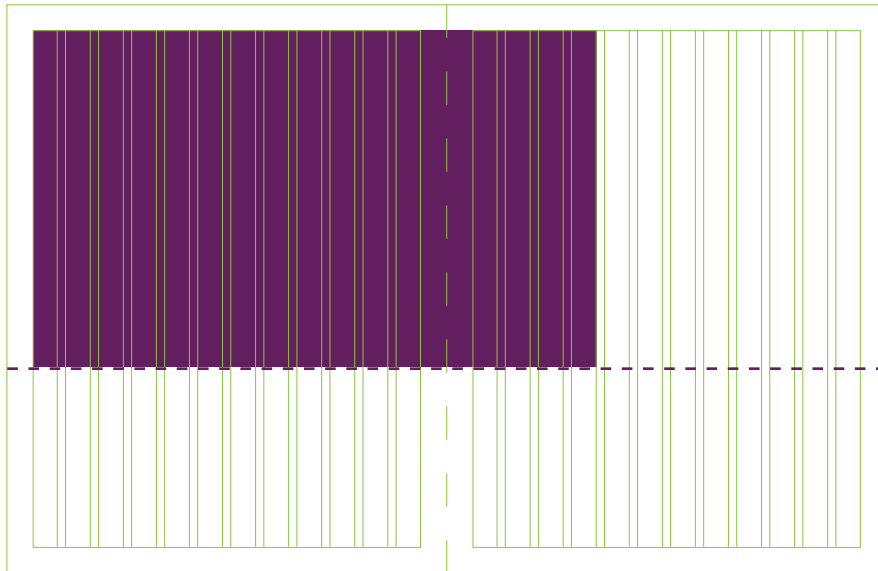
2. To keep your internal margins consistent, utilize grids. When you design, simply remember to start and stop on a column.



3. Establishing an eyeline is the first step in creating an appealing design. You should never do this directly in the center. Choose a line 1/3 of the way from either top or bottom. The eyeline is a way of visually linking the left and right pages into one spread. Draw an eyeline on your layout sheet.



4. Starting on a column and ending on a column, draw a large rectangular box that either sits or hangs from the eyeline.



Choosing photos

1. You should look at a variety of photos that have strong focal points, good composition and include a variety of people. Photos should convey the emotion you would like to express.
2. The strongest photo should become the dominant element. The bottom of the photo will sit directly on the eyeline. Place the photo in the box you drew in step 4 above.



Placing the remainder of your photos

1. Place the supporting photos in the same manner; always sit or hang from the eyeline. Place the second best photo (preferably in the opposite shape). Stay one pica from the dominant.
2. Place the third photo and always remember to start and stop on a column. Vary the shape of your photos.



Captions and copy

Now it is time to draw the caption areas and copy area. Remember, photos and captions will act to tell more in-depth coverage of the story. Thus, every photo should have a caption.

1. Place the caption one pica away from the photo it describes. This one pica separation will continue the use of a strong internal margin for the spread. All captions should be designed with the same width/column structure of the spread. The exception for this is group shots. Captions should also be kept to the outside, which will help maintain consistent internal margins.
2. When placing photos in the center of a spread, you should leave an area to place the copy and the headline to the outside of the spread.

Homecoming

Rose Christiana last year's queen places the tiara on the year's winner, Gloria Baker '12. Christiana also placed the tiara on Baker's friend in a ceremony near the football field that the morning band used for the homecoming. "I was so excited that I couldn't believe what Rose was doing at that," Baker said.

Teachers nominated six senior girls for homecoming queen - Baker, Amanda Noble, Krista Doan, Jenny West, Megan MacArthur and Lisa Donovan. Students voted for their choice on Tuesday before the Friday night game.

It is such an honor to be recognized by the teachers and classmates. I'm thrilled to wear the homecoming crown for my school this year," Baker said.

Zoe went to Ms. Allen, the chemistry teacher, asking her to nominate Baker.

"I'm so glad Zoe came to me. Gloria is a great, all-around girl who doesn't seek much attention," Allen said. "She's smart and has lots of school spirit. She's on the Scholar Bowl team. Maybe this honor will help with recruiting."

"I had never thought much about it. And then my friend Zoe (Phagan, '12) heard a couple of cheerleaders talking about it, and she said I should get in the running."

23 Student Life | Homecoming

Behind the dance

"This year's band, Musical Spectrum, was the best. They rocked the house and kept the party moving."

Gloria Baker '12 and Rose Christiana '12

24

3. Remember to leave room for the headline. A headline should cross over the top of the copy box and be large enough to attract the reader's attention.

Homecoming

Rose Christiana last year's queen places the tiara on the year's winner, Gloria Baker '12. Christiana also placed the tiara on Baker's friend in a ceremony near the football field that the morning band used for the homecoming. "I was so excited that I couldn't believe what Rose was doing at that," Baker said.

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23 Student Life | Homecoming

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Behind the dance

"This year's band, Musical Spectrum, was the best. They rocked the house and kept the party moving."

Gloria Baker '12 and Rose Christiana '12

24

NOTES!

Lesson 3

SCORE

RATE YOUR PROGRESS

4.0 I can do all tasks in 3.0 and I can teach others!

3.0 I can arrange elements on the page to create a visually pleasing design that pulls readers into the content of the spread. I can...

- a. organize and format a variety of elements from different sources on the page to create a unified spread
- b. establish columns and an eyeline that will guide my arrangement of photos and copy
- c. effectively place a dominant photo in the spread to create a visual entry point for the reader

I can demonstrate a command of basic design vocabulary and can identify the design elements in a spread.

2.0 I can identify a well-designed spread, but I still don't understand the characteristics that make it a strong visual design.

1.0 I still don't understand how to recognize a well-designed spread.

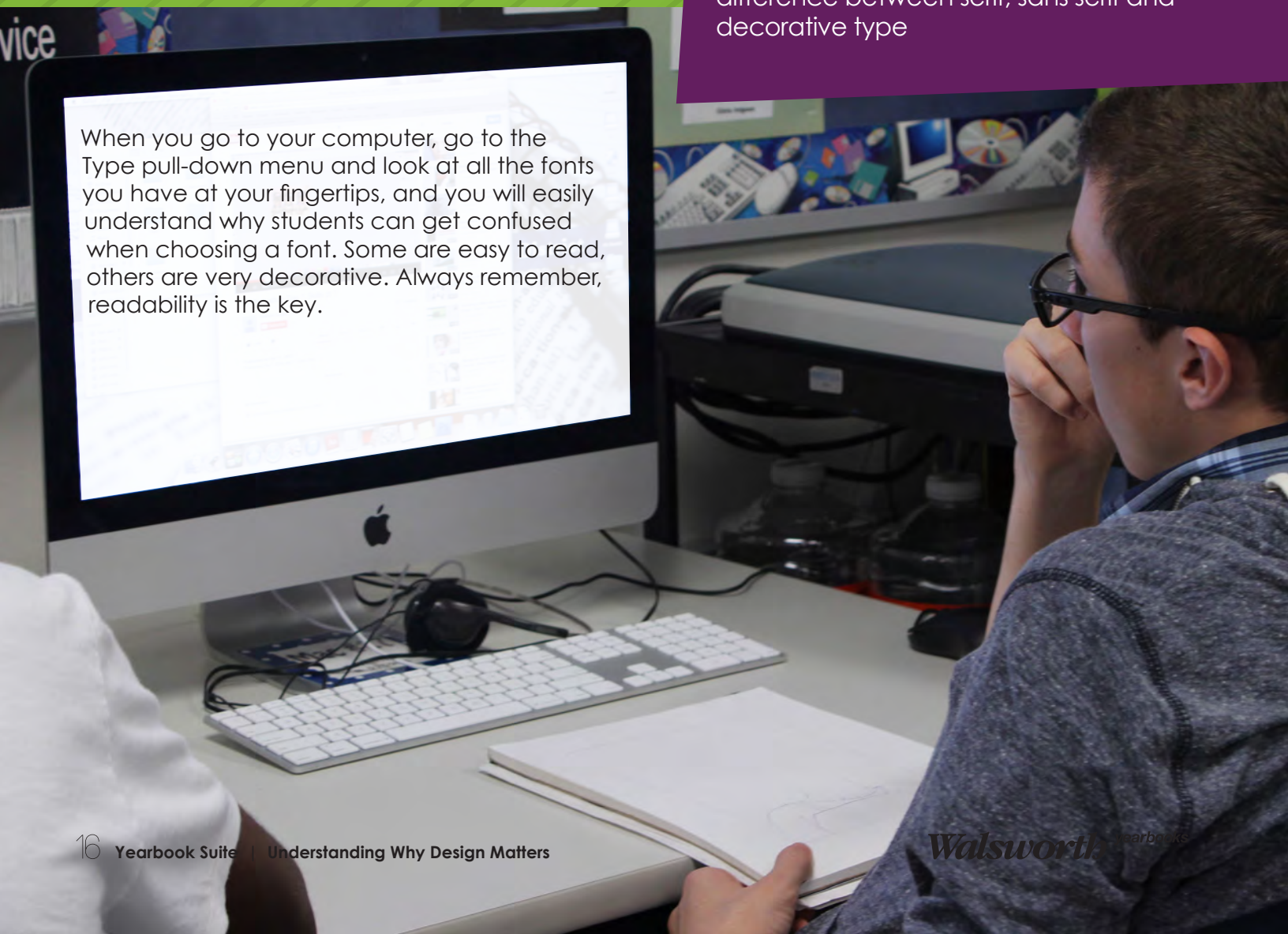
Lesson 4

Understanding Type

Objectives – In this lesson, you will learn:

How to recognize and use appropriate fonts and font families to tell a story

The differences in point size; and the difference between serif, sans serif and decorative type

A student with glasses is sitting at a desk in a computer lab, looking at a monitor. The monitor displays a text box with the following text: "When you go to your computer, go to the Type pull-down menu and look at all the fonts you have at your fingertips, and you will easily understand why students can get confused when choosing a font. Some are easy to read, others are very decorative. Always remember, readability is the key." The student is holding a notebook and looking thoughtful.

When you go to your computer, go to the Type pull-down menu and look at all the fonts you have at your fingertips, and you will easily understand why students can get confused when choosing a font. Some are easy to read, others are very decorative. Always remember, readability is the key.

VOCABULARY

Ascender The part of a lower case letter that rises above the main body of the letter

Bold Type created with a heavy stroke. Bold type adds emphasis

Centered type Both the left and right sides of a block of type are uneven

Condensed The font width is narrow, but the height remains the same

Descender The part of a lower case letter that extends below the main body of the letter

Drop initial (Drop cap) A highlighted letter that is set into the text that has the remainder of the text indented to accommodate the letter

Extended The font is made wider and the height remains the same

Extra-Bold Type created with very heavy strokes to add emphasis (not good in large blocks of text)

Flush Left Type alignment that creates a vertically even line on the left side of a text box; some call this ragged right

Flush Right Type alignment that creates a vertically even line on the right side of a text box; some call this ragged left

Font A complete set of letters, numbers, punctuation marks and icons in a certain size of a printed character (also known as typeface)

Font Family A style of type/font in all its widths, weights and sizes

Italics The letters are slanted to the right: used to contrast the normal version of the font

Justified type Type alignment vertically even on both the left and right sides of a block of type

Kerning The space between characters in a font

Leading The negative space between lines of type; measured in points

Light Type made with thin lines

Point A journalistic unit of measurement; a point = 1/72 of an inch; 12 points make up a pica. Type and graphic elements are measured in points and picas

Sans Serif (without feet) A font with no finishing strokes at the ends of each letter (traditionally works for headlines)

Serif (feet) A font with a decorative finishing stroke at the end of the letter (traditionally works for body copy/captions)

Text wrap Columns of text will flow around a graphic, art or photo

Ultra-Light Type made with very thin lines

Weight The width of the lines that create a letter

Width The horizontal measurement of a font

FONTS YOU WILL NEED

Once you have a theme and a cover, decide on the fonts for the entire book.

1. Choose a decorative font to depict your theme.

- a. Use this decorative font to enhance, not to tell the story
- b. Use this font as a graphic treatment

2. Choose a contrasting font in either a serif or sans serif as your headline style font

- a. All headline styles should be written in this font
- b. Traditionally, sans serif fonts are used as headline fonts (Myriad, Helvetica)

3. And finally, a body copy, caption, names font

- a. Use this font throughout your book
- b. Decide on a size 8-12 points
- c. Decide on a folio font for page number, section name, and page content

FONT IDENTIFICATION

Your Name: _____

Find examples of various type styles. Using the sheet below, cut out the example and match it next to its name.

Materials needed:

- Several old magazines, newspapers, college brochures, posters (any printed material)
- Glue
- Type vocabulary list (from page 17)

Ascender/Descender

Bold

Centered type

Condensed

Drop initial

Extended

Italics

Justified type

Kerning

Leading

Sans Serif

Serif

Text wrap

Ultra-Light

NOTES!

A series of horizontal dotted lines for writing notes, extending across the page from the left margin to the right edge of the purple shape.

Lesson 5

Selecting Fonts

When you begin to decide on fonts, you should consider the theme. If the theme is classic, a classic font choice such as Garamond, Times or Helvetica would be appropriate for the voice of the book. If the theme has a modern feel, then Futura, Gotham or Proxima Nova will work just fine.

No matter your choice, remember it is best to stick with a font family.

When looking for a family, look for a font that has a thick weight, thin weight, bold, italics and even ultra-bold and ultra-thin. Some fonts will have serifs and some won't. This way you will get the contrast needed for headlines, sub headlines and copy, without sacrificing the voice of the book.

BODY COPY

When deciding on font choices, you will also need to decide on leading choices, justification choices and indent styles. Main stories throughout the book should be consistent. Depending on your font choice, body copy size should be set anywhere from 8-10 point. Theme copy is often larger, but not too large for a sophisticated appearance.

Serif fonts are also called Roman fonts. These fonts have small strokes at the ends of the letters. When set in long blocks of copy, the strokes help the reader distinguish between letters, thus making the copy easy to read. Old style/traditional Roman fonts include Palatino, Garamond and Times.

COLUMN WIDTH

It is best to use a column that is one and one half the size of the point size of your chosen font. Therefore, if you have a 10-point font, you would use a 15-pica column. Remember, you may use multiple columns to tell your story. Making text too wide causes the reader distress.

Objectives – In this lesson, you will learn:

How to choose a font family that will help convey the appropriate message in the yearbook

How to determine the proper font size and placement for your design

PICKING APPROPRIATE BODY COPY FONTS

ACTIVITY

Materials needed:

- Computer
- Your basic design from Design Lesson 3

Using your basic design from Lesson 3, simply highlight the text for the body copy area. Replace the text with any decorative font.

- Turn that decorative font into odd colors
- Turn that decorative font into bold
- Use the shadow command to change the font
- Use the stroke command to change the font

After each change, decide if you would actually read that block of text. More than likely, the answers will be a definitive “no.”

LIST YOUR FONT CHOICES HERE

Theme:

Theme font:

Text/body copy font:

Display/Decorative font (be careful to use sparingly):

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Lesson 6

Headline Type

Objectives – In this lesson, you will learn:

Different styles of headlines and how to use them to create interest in a yearbook spread

What fonts work best for a headline and add visual appeal to a spread

How to determine the appropriate size for headlines

The best yearbook staffs design their headlines. Designers look to magazines, Pinterest or Design Shack for great examples. Headline rules do vary more than the body copy rules. Why? Because headlines are larger and are made to attract attention.

You know that decorative font you used on your cover? It is OK to now use that font in a letter or word; never the entire headline. Therefore, it is very important that you select a headline font that will contrast nicely with your theme font. In other words, two serifs will probably not mix well.

Instead of using multiple fonts, use a texture, color or even different capitalization formats to add the desired emphasis. Remember, headlines attract. That's their job. When someone wants to attract attention, they get dressed in their best outfits. Yearbook headlines need to think in the same manner.

Headlines should be varied in design, but consistent in font choice. This is where the imagination and creativity will really come in to play.

- When setting your headlines, never just type it and walk away. Your design program will use a default kerning. You should never just allow the default to do your work.
- Change the kerning so the letters are tighter or spaced to help you attract attention.
- Pairing fonts is also essential to attract attention. Often, the theme will use a script or cursive font. The best place to carry this font through in the yearbook is the headlines. However, be careful. The best use of a script is in a large font. Scripts look best using the first letter in caps and subsequent letters in lower case, not all caps.
- Headlines work in all caps in some fonts. Body copy or captions will not. All caps in large blocks of text are difficult to read. Modern publications are setting the headlines in all lower case. Whatever your choice, just be consistent.

AS A MATTER OF FONT

ACTIVITY

Use two contrasting fonts to create different looks for each headline below:

- Dance Know How** Dance team makes a second win as District Champs
- Turning Point** Swimmers change their fate half way through the season
- Prying Eyes** Photo Club works with professional to develop

Once you have completed creating the headlines, add them to the basic design spread you created in Lesson 3.



Lessons 4-6
SCORE

RATE YOUR PROGRESS

- 4.0 I can do all tasks in 3.0 and I can teach others!
- 3.0 I can demonstrate an understanding of how to choose appropriate fonts for yearbook design that are both readable and consistent throughout the publication. I can...
 - demonstrate an understanding of font families, how to choose an appropriate one for the theme of the book, and how to use these fonts to add consistency and variety to my spread designs
 - show visual variety in headline packages by manipulating typefaces (stroke, color, kerning, etc.) rather than adding more fonts to my design
 - effectively use decorative fonts in headline packages to attract attention as well as reflect and reinforce the theme
 - demonstrate an ability to choose fonts that complement and contrast each other rather than ones that compete for attention
 - understand the different characteristics to consider when choosing fonts for body copy and captions versus headline packages
- 2.0 I understand the importance of readability when choosing fonts, but still don't understand how to achieve readability, consistency and visual interest through typography.
- 1.0 I don't understand how to choose appropriate fonts or how to apply them in yearbook design.

DESIGN EVALUATION

Designer's Name:

Date due:

Section of yearbook:

Page numbers:

5 = outstanding
 4 = very good
 3 = acceptable
 2 = not acceptable
 1 = not completed

Guides	<p>Margins are consistent. No copy crosses the gutter. White space is planned and is outside of the photo/copy placement. One-pica spacing is the standard between content elements.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Dominance	<p>One element is significantly larger and becomes the focal point. Designer chose a photo that shows emotion and a variety of students. A horizontal eyeline extends across the spread. All elements sit on or hang from the eyeline. A variety of modular shapes and sizes create contrast with the dominant element. Eyeflow is directed toward the center of the spread.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Text Modules	<p>Headline presentation and feature story are a packaged unit, usually balanced against the dominant photo. Captions are a uniform width. Caption lead-ins serve as reader entry points.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Typography	<p>Readability guides all decisions. Style is consistent for section. Number of typefaces is limited; contrast in size, weight, capitalization and color is interesting. Repetition of typographic techniques is used for unity.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Graphics	<p>Graphics are subtle and used for an obvious purpose. Lines, tints and screens enhance readability. Repetition of graphic techniques unifies related content. Illustrations and clip art contribute directly to telling the story and are not used as space filler.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Overall Impact	<p>Design effectively packages content for readability. Spread looks orderly, planned and reader-friendly.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>
Layout	<p>Photos are placed in a way that helps tell the story within the spread. Negative space is on the outside of the spread and helps balance the content.</p>	<p>□ □ □ □ □ 5 4 3 2 1</p>

Evaluated by:

Total score:

NOTES!

LESSON 7

Creating a Secondary Coverage Package

Objective – In this lesson, you will learn:

How to manipulate a basic design to accommodate more coverage, photos and information

At this point, a book created with the design rules you have learned so far will be visually appealing to the reader. However, there is little difference from one spread to the next. Most spreads have only five to seven photos. The story is there, but there is little area to explore and report more information.

So now it is time to add some variety to the spreads. Work with one of the photo areas you have created. Decide on a photo area and simply design a secondary coverage package in that chosen area.

ACTIVITY

A DIFFERENT APPROACH

Materials needed:

- A current magazine
- Pinterest inspiration or brochure

1. Pick one photo area in your basic design. Then, eliminate that photo.
2. Now, use Pinterest or a magazine and find some inspiration for a package element. Inspiration could include:
 - Q&As
 - Timelines
 - Top 10
 - Narratives
 - FYI boxes
 - Quotes with a candid portrait (avoid taking a student photo up against a wall)

- 3. Explain in one paragraph how your design inspiration will relate to the spread. The explanation should include:
 - > Why this is unique to the spread
 - > How it relates to the year
 - > Whether it includes diverse groups of people
 - > How it will help explain the before, during and after the event covered

Your Name:

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- Using the same fonts, create a mini headline. This look can be a contrast to the main headline by flipping fonts or changing color. But it should be consistent with the main headline. It should also be 2/3 smaller than the main headline. You will then design in the area where the photo used to be.
 - Can be a small area to the outside
 - Can be a larger area with a group of three photos, a gang caption and headline
 - Can be a dominant package with several photos instead of one
- You should do this to one or two areas on the spread. Leave all the rest alone. Make sure they are balanced so that not all packages appear on one side. This will create entry points, so a reader can decide what information they would like to obtain and in what order they would like it.

Bedazzled
 Russ Corralles had your crown above the wish on his year's winner, Gloria Baker, 12. Corralles also placed the crown on Baker's head in a ceremony near the bookends that the yearbook board used for the "Wishes" photo. Here is a photo of the "Crown" figure out what Russ was doing at first, Baker said.



Crowning Gloria

Victories by two longshots – the homecoming queen and the football team – make for a spectacular homecoming. By Renee Young

Becoming the 2013 homecoming queen was not a dream come true for Gloria Baker, 12. She never imagined that she would be selected.

"I had never thought much about it. And then my friend Zoe (Ragan, 12) heard a couple of cheerleaders talking about it, and she said I should get in the running."

Zoe went to Ms. Allen, the chemistry teacher, asking her to nominate Baker. "I'm so glad Zoe came to me. Gloria is a great, all-around girl who doesn't seek much attention," Allen said. "She's smart and has lots of school spirit. She's on the Scholar Bowl team. Maybe this honor will help with recruiting."

Teachers nominated six senior girls for homecoming queen – Baker, Amanda Noble, Krista Dean, Jenny West, Megan MacArthur and Lisa Donovan. Students voted for their choice on Tuesday before the Friday night game.

"It is such an honor to be recognized by the teachers and classmates. I'm thrilled to wear the homecoming crown for my school this year," Baker said.

What did you think?

10 things you didn't know about...
homecoming

1. Homecoming is the most popular event at our school.
2. The homecoming queen is elected by the students.
3. The homecoming king is elected by the students.
4. The homecoming court is elected by the students.
5. The homecoming dance is held at the school.
6. The homecoming parade is held in the morning.
7. The homecoming pep assembly is held in the morning.
8. The homecoming spirit week is held in the morning.
9. The homecoming pep assembly is held in the morning.
10. The homecoming spirit week is held in the morning.

what's your driving superstition?



STUDENT name: _____ SUPERSTITION: _____

23 Student Life | homecoming

homecoming | Student Life 24

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Behind the trends

girls

- headbands with flowers and jewels
- leggings
- hoodies - 320
- graphic tees - 297

boys

- colorful pants
- hoodies
- jeans
- leggings - 109
- graphic tees - 297

hoodies

"I think everyone is wearing jeans these days. Seriously, everyone has a pair in their closet."
 Sandra Olivas, 12

STUDENT name: _____ SUPERSTITION: _____

23 Student Life | homecoming

homecoming | Student Life 24

Your Name:

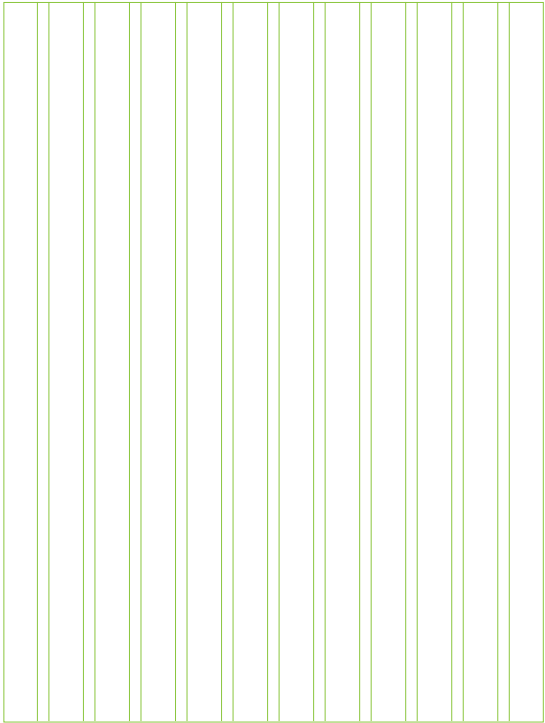
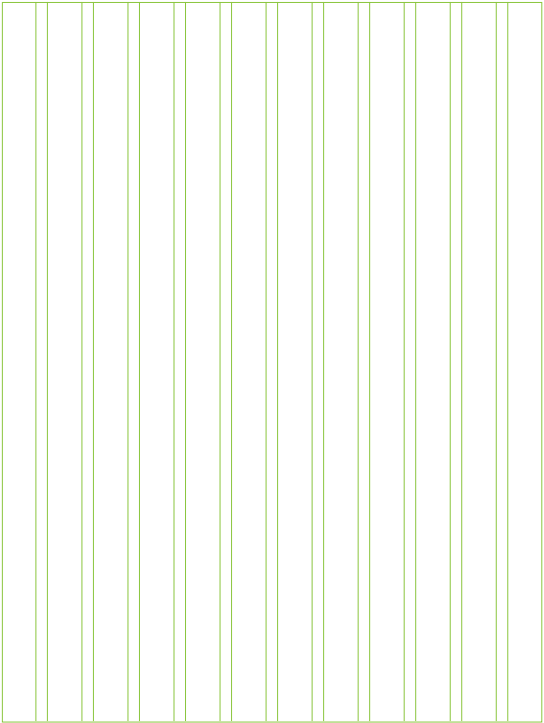
SPREADING IDEAS

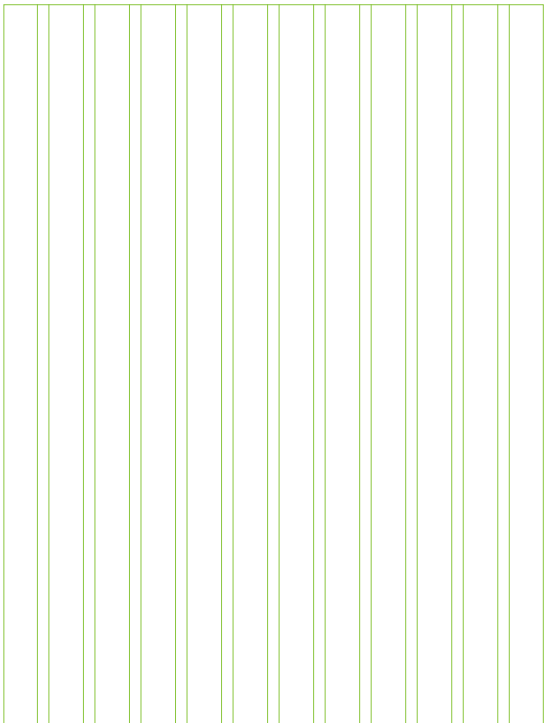
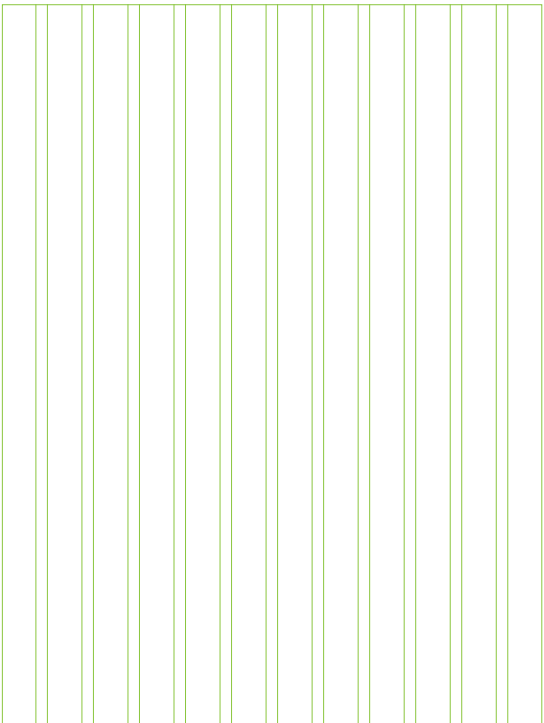
Do you have any spread ideas that you'd like to try out?
Sketch your ideas in the templates below.

The form consists of four large rectangular boxes arranged in a 2x2 grid. Each box is designed for sketching a spread idea. Each box is divided into two vertical columns by a dashed vertical line. The boxes are empty, providing space for students to draw and sketch their ideas.

Your Name: _____

SPREADING IDEAS (CONTINUED)

	
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Lesson 7
SCORE

RATE YOUR PROGRESS

- 4.0 I can do all tasks in 3.0 and I can teach others!
- 3.0 I can manipulate the basic design to accommodate more photos, information, and coverage. I can...
 - a. Identify a photo area to eliminate and replace with a package element
 - b. gather relevant information from multiple authoritative sources to help generate and strengthen a variety of packaging and alternative coverage ideas and designs
 - c. effectively organize information into a well-designed package that adds visual variety to the layout

I can demonstrate an ability to determine the areas where I can place an informational package in the basic design that still leaves the spread visually balanced and easy to navigate.

- 2.0 I can identify a photo area in my design to eliminate, but I still don't understand what to replace it with and how to make it work with the rest of the layout
- 1.0 I still don't understand how to create variety in my layouts.

NOTES!

A series of horizontal dotted lines for writing notes, extending across the page from the purple header area.

A series of 25 horizontal dotted lines for writing.

NOTES!

A series of horizontal dotted lines for writing notes, extending across the page from the purple header area.



MEET THE AUTHOR

Mike Taylor is a Journalism and Key Accounts Specialist for Walsworth Yearbooks. Mike came to Walsworth in 2011 after serving in a similar role with Balfour/Taylor Yearbooks.

Mike is a well-known speaker and instructor at yearbook workshops and conventions, known for his creativity and energy. For Walsworth, Mike travels the country each year to meet with yearbook staffs and help them improve their program in all facets.

For 13 years, Mike was the journalism adviser at Lecanto High School in Lecanto, Fla., where his publications staffs won numerous state and national awards. In recognition of his contributions to scholastic journalism, Taylor has been awarded the JEA Medal of Merit, CSPA Gold Key and Florida Scholastic Press Association Gold Medallion.

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