

Marketing Mod 6 Part 6

Basic Design Using Online Design/InDesign

Student's Name: _____

When it comes to yearbook design, where do you begin? First, you want to know that you start to design on a double page spread (DPS). Even though it is technically two pages, a yearbook spread is perceived as one unit- instead of two vertical rectangles, it is one horizontal rectangle.

Instructions: It is time to use your Online Design or InDesign program. Take the following design and duplicate it on a blank spread.

Suggestions:

If you are using columns, try a 12-column design. If not, please be sure to show your grids so you can align your elements. It is OK. Just ask your adviser if you want to use columns or grids. Remember the purpose of columns is to start an element like a photo at the beginning of the column and always ending the element at an end of a column. If you are using grids, then start and stop all elements on a grid.

Pull an eyeline down roughly $\frac{3}{4}$ of the way from the top. Look at your ruler at the top of the template.

Then place the five major photos with the dominant photo first.

Next add the headline and the story package. Choose your fonts. Notice how strings is in a different font. If you do not like copy, then reduce the amount of copy and add at least one or two more photos. Be sure to include a caption or captions.

Add your five captions to the outside of the photos.

Then add the sidebar or mod "Who is your favorite composer?" at the bottom of the right page.

Do not worry about creating the folio on the left page at the top (30 and lightbulb). Most folios are at the bottom of the page.

Share your design with your adviser and yearbook staff. It is great practice to see how you did with imitating a design.

Behind the Strings

Young musicians put on show, overcome their fears

As the performers walked onto the stage, their legs turned to jelly, and their minds raced as they acquired a nauseous feeling. This was a common feeling that Alexis Pham (7) and other strings majors felt when they walked onto stage at the beginning of a concert.

"The stares of hundreds of people gives a terrifying feeling, with more pressure to be the best," Pham said. "At the same time, I felt enthusiastic to show the blood, sweat, and tears that go into getting this the best it can sound."

However, Pham was not the only strings major to experience nervousness. Many students, like Aine Mullen (7), felt a similar feeling, but discovered reassurance amongst their peers.

"I have anxiety, so I get pretty nervous when I have to play by myself, but as a group my anxiety is cut in half, making it easier," Mullen said.

When the performers started to get nervous, they could begin to believe that they were not good enough for the stage.

"I'm usually fighting with myself, since half of me thinks I'm going to mess up, but the other half says I'm going to be fine," Destin Phang (6) said.

Even though performers could get nervous, many said that they enjoy performing in front of an audience like Logan Chaveller (7).

"The best part [about performing] is that you get to show off your skills and you know that the audience now knows that your orchestra has talent," Chaveller said.

Despite the tension and fears many strings majors were faced with, they ultimately decided to put those feelings aside and focus on the favorable aspects.

"Always do your best and keep playing. If you mess up the audience won't be able to tell," Pham said. "All the strings majors are performing this together to show how we can produce a powerful, exhilarating sound."

By Alexandra DiPrete, Jayantha Kuntamneni, and Isobel Escobar



PRACTICE IS KEY Focusing on playing flawlessly, Brian Usher (6) prepares for her next chamber concert. "I think it is key to practice because it will make you better at something you need to work on," Usher said. She practiced in the main stage for rehearsal. Photo by Alexandra DiPrete



PLAY THAT SONG Practicing for her upcoming concert, Sofia Gindoff (5) plays "American Landscape." "I like the different textures and how they all come from different backgrounds," Gindoff said. As she played, she practiced piano and forte techniques. Photo by Faith Parkinson

FOCUSED AND READY Looking at her instrument, Madison Fawcett (7) carefully works. "It's important to look at the conductor because it helps you know what notes and stay focused, while hitting the right notes," Fawcett said. She played "American Landscape." Photo by Faith Parkinson



TEAMWORK Matthew Sullivan (7) and Johanna Velasquez Martinez (5) play their violins. "Teamwork is important because you have to work together to bring out the piece," Sullivan said. They were learning to make their music dramatic while practicing "Aggression" by Randall D. Sundridge. Photo by Sarah Sam

BOWS UP Focused on her music, Abigail Hart (5) positions her bow as the correct place. "We've been playing the 'Breakthrough Concert' and my favorite, 'Zombie Remedy,'" Hart said. She liked to listen to the music even when she was not playing. Photo by Faith Parkinson



WHO IS YOUR FAVORITE COMPOSER?

Q&A



"My favorite is Johann Sebastian Bach because he writes exquisite pieces with good dynamics. He also has different types of songs. It could be a fast song or a waltz." **ARON FROST (6)**



"William Anderson Mozart is my favorite. You can sing along with or hum his music. I feel that humming along with the music helps me think." **ISAAC BERKMAN (8)**