



# TEACHING PORTFOLIO

Jennifer Cadieux Kimbrel

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**Student work sourced from...**

- Originally designed courses
- Originally designed projects
- Independent studies
- Student internships
- UC Davis Design Department coursework

**Collection includes projects spanning...**

- Graphic design
- Large-scale installations
- Public art
- Lighting design
- Temporary architecture
- Motion graphics
- Exhibition design
- Social messaging
- Narrative environments
- Laser-cutting
- Marketing
- Logos & branding
- Cartography

# Line, Contrast, Emotion

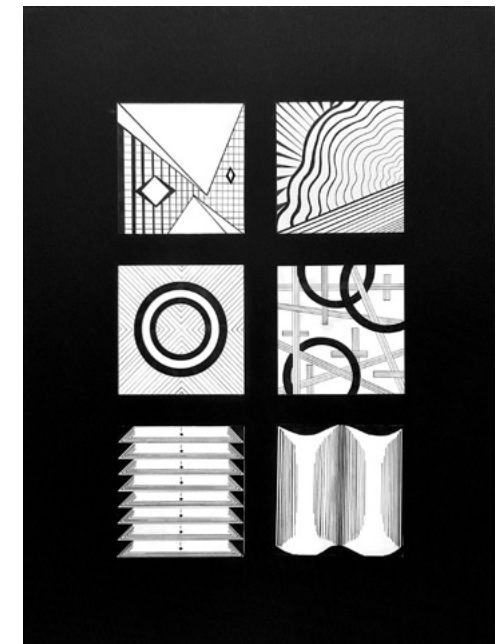
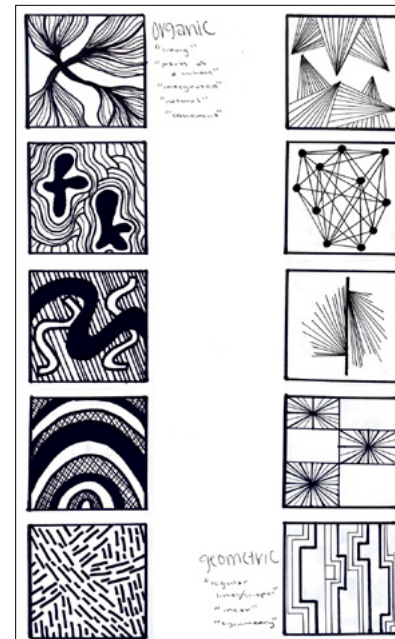
**Course: 2D Design Principles**

**Skills taught: sketching, iteration, design language, conceptual thinking, working within design constraints, craftsmanship**

Students developed an understanding of the infinite visual outcomes of line as a design element by using line to create contrasting compositions resulting in a foundation of basic design principles.

Students also engaged with the iterative process, developed a sketchbook of thumbnail and half-scale sketches. They learned to use design media, technical measuring, trimming, and mounting of work.

Students presented their work expressing their ideas with design terminology and engaged in group critique.



# Gestalt

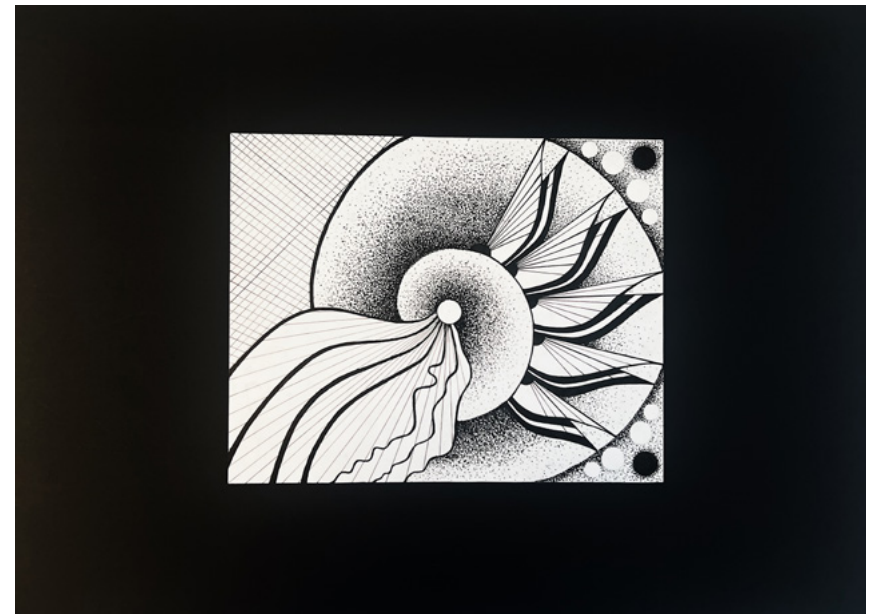
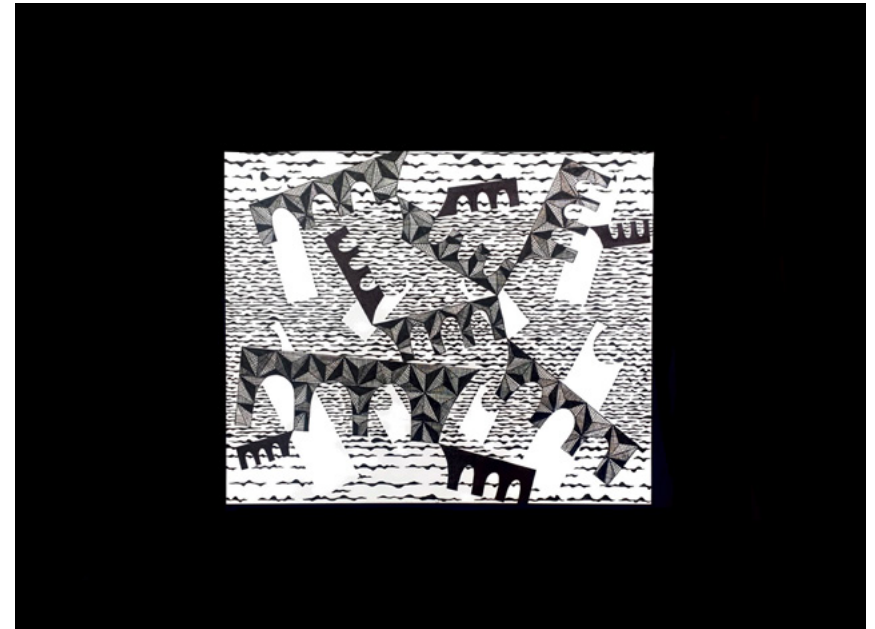
**Course: 2D Design Principles**

**Skills taught: sketching, iteration, design language, conceptual thinking, working within design constraints, craftsmanship**

Students built a deeper understanding of design principles and Gestalt principles by drawing basic shapes with complex organization to create compositions greater than the sum of their parts.

Students further engaged with the iterative process, learned about drawing regulating lines, and developed a sketchbook of thumbnail and half-scale sketches. They learned to use design media, technical measuring, trimming, and mounting of work.

Students presented their work expressing their ideas with design terminology and engaged in group critique.



# Cultural Pattern

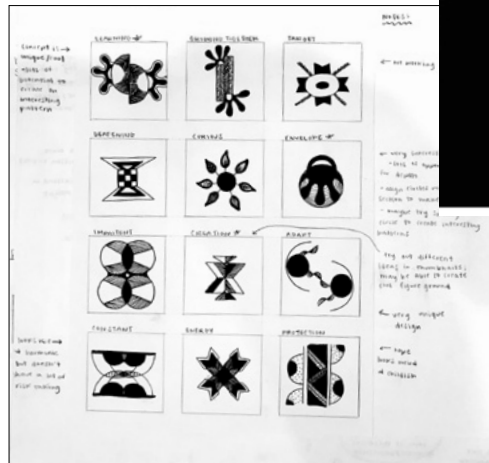
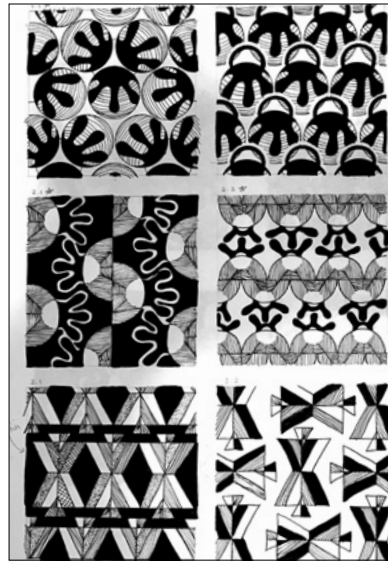
**Course: 2D Design Principles**

**Skills taught: sketching, iteration, design language, conceptual thinking, working within design constraints, craftsmanship**

Students chose motifs from different ancient cultures and created a new unique symbols to which they assigned a personal meaning. From this, they sketched half-scale patterns, researched themes, and developed a dynamic pattern. They considered potential application for the pattern and discussed their ideas in critique and presentations.

They learned to use design media, technical measuring, trimming, and mounting of work.

Students presented their work expressing their ideas with design terminology and engaged in group critique.



# Portfolio Development & Personal Branding

**Course: mentorship**

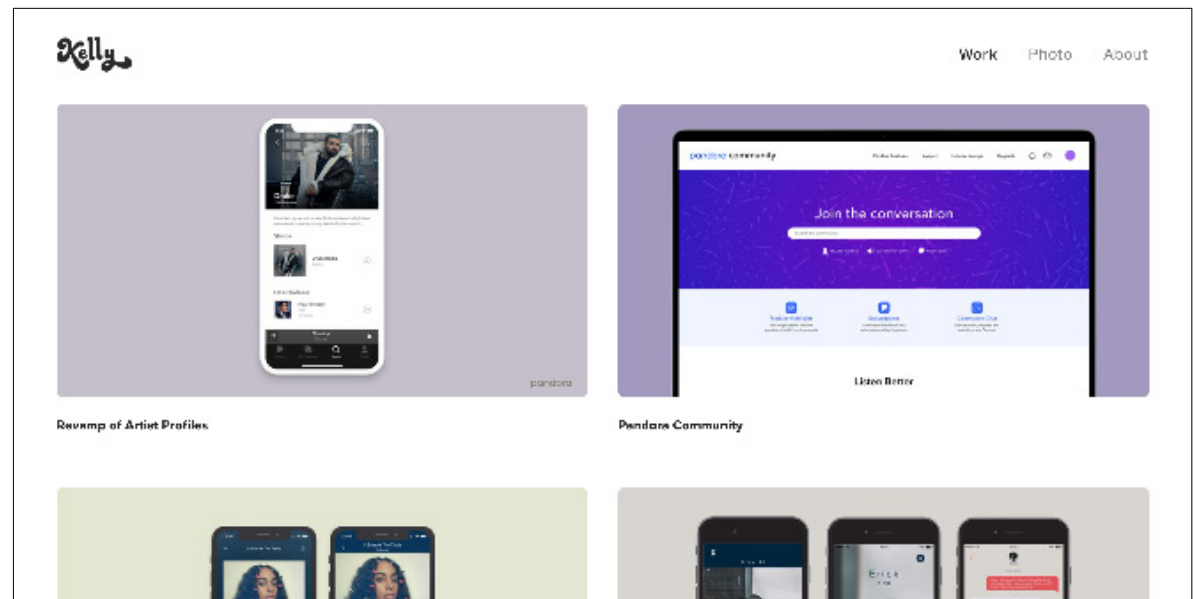
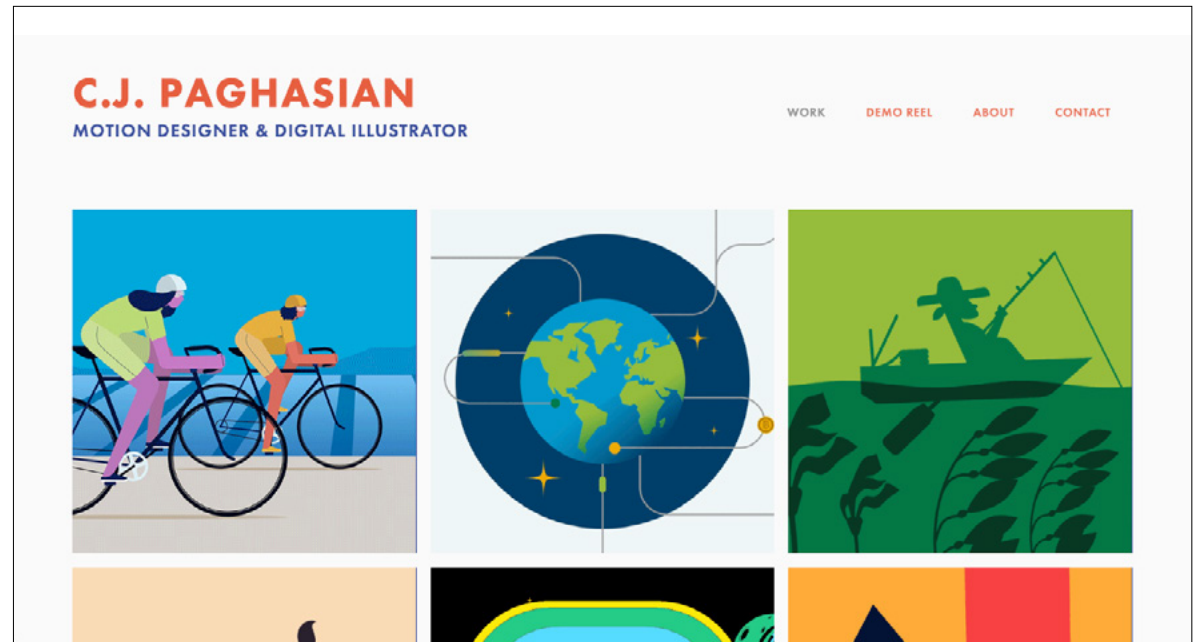
**Skills taught: resume/cv writing, digital & print portfolio development, social networking for professionals, personal branding, website development**

Many of my students have honored me with the opportunity to assist them in leveraging their hard work and talent into their professional pursuits. After working with students for four years from freshman to seniors to interns and then applicants, we have moved on to developing their portfolio package.

Here, we see the work of CJ Pahasian, a very talented and ambitious young man in pursuit of a career in motion graphics and animation in the philanthropic sector.

[> CJ's Portfolio Site](#)

And the work of budding UI/UX designer, Kelly Chang and musician in San Diego. (Portfolio site is under construction)



# LUMENroute - Design & Construction

ORIGINAL PROJECT

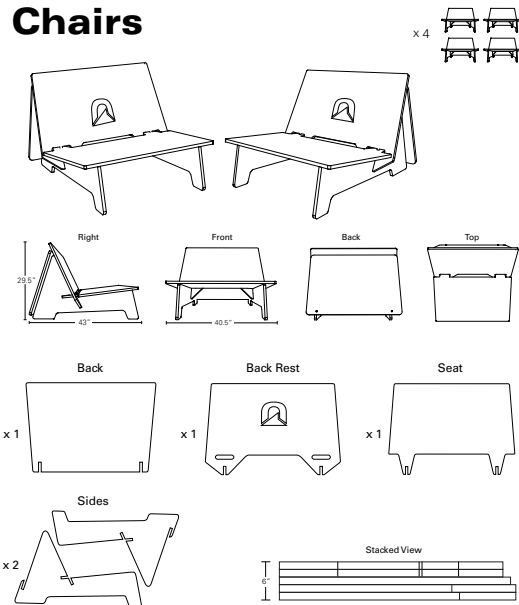
Course: Internship

Skills taught: Adobe Illustrator, Sketchup, 3D modeling, 2D build plans, wood working, public art installation, working with budget

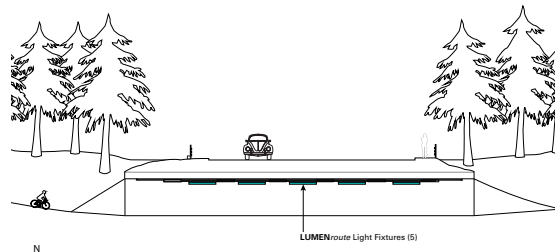
LUMENroute was the pop-up installation that illuminates an everyday walk in the park into a work of art. Motion-activated light fixtures suspend in liminal urban pathways to celebrate human-scale civic infrastructure and encourage participants to reconsider motion through urban landscapes.

Of 20 student applicants, 6 were selected as an intern team to support production of the project. Students were encouraged to explore new design techniques, develop skills, work together and independently, and be proactive with a fast-paced schedule.

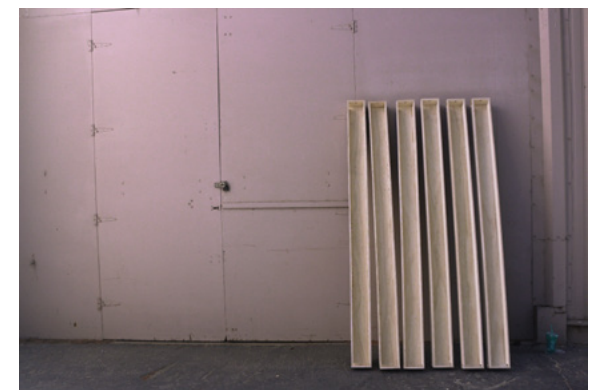
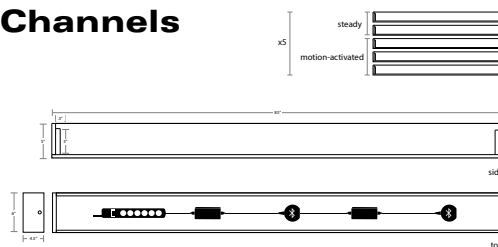
## Chairs



## Tunnel



## Channels



# LUMENroute - Prototyping & Lighting

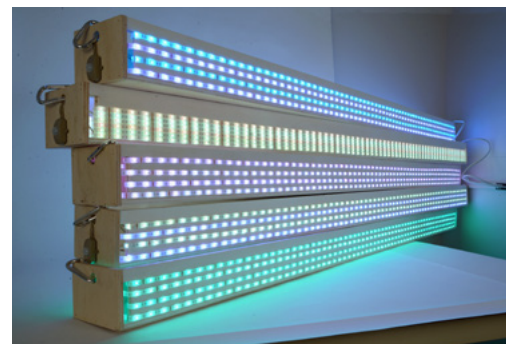
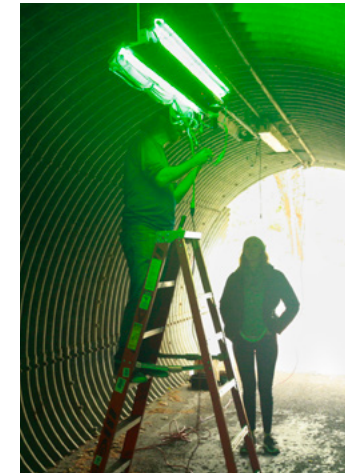
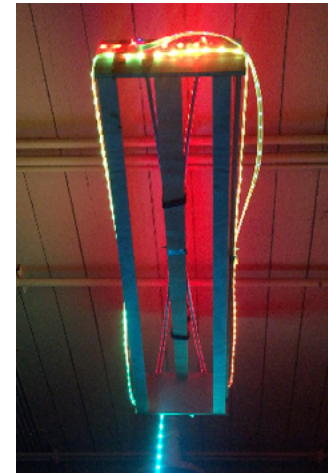
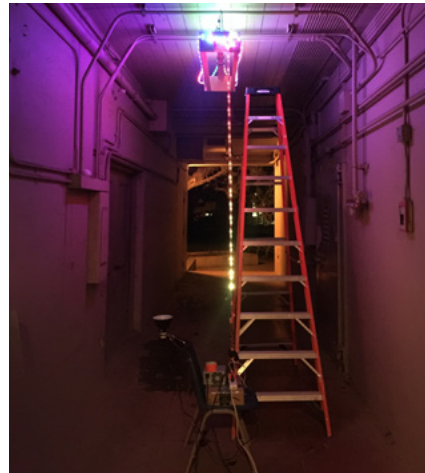
ORIGINAL PROJECT

**Course:** Internship

**Skills taught:** material exploration,  
prototyping and iteration, LED  
application, LED programming

One student, an electrical engineer,  
and myself worked together in studio  
and on-site to create the tunnel lighting  
components of the project.

Interactive light sensors and LED  
programming were explored to find the  
desired effects.





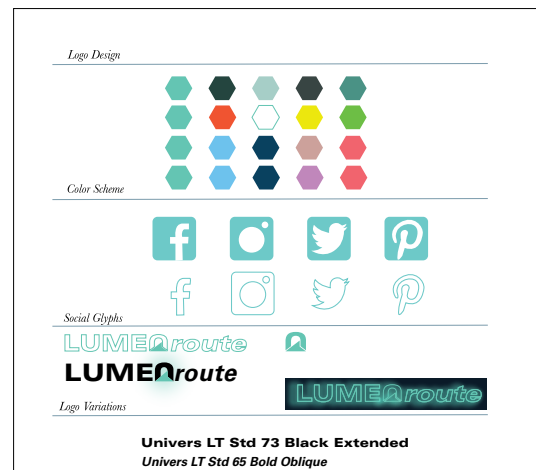
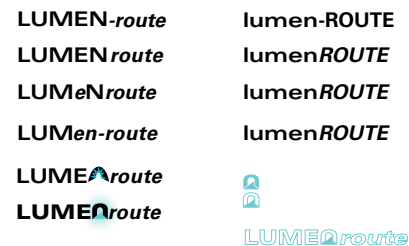
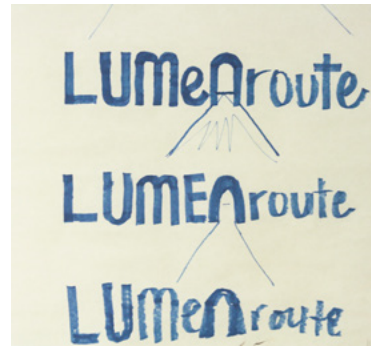
# LUMENroute - Logo Design & Branding

ORIGINAL PROJECT

Course: Internship

Skills taught: Adobe Illustrator,  
logo design, concept development,  
sketch ideation, branding, style  
guides, motion graphics, marketing,  
typography

As a team, the students and I brainstormed typography, logos, colors, and marketing strategies for the project. Considerations of the movement in the concept and target audience were explored. Print and web assets were outlined in a style guide, used by the marketing committee. EL Wire typography and CNC milling integrated 3D branding into the project as well.



# LUMENroute - EL Wire Typography

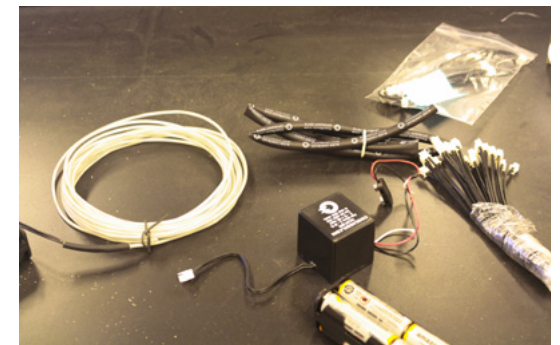
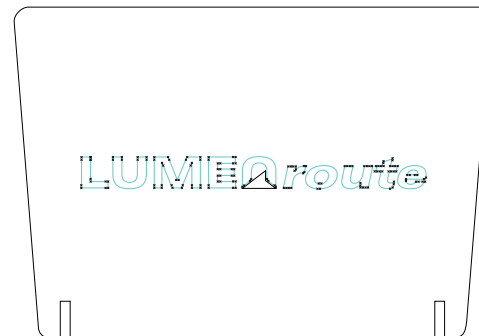
ORIGINAL PROJECT

**Course:** Internship

**Skills taught:** EL Wire electrical assembly, wood working

One student assisted in transforming the project's logo into a light feature for the after-dark public installation. The student created a template designating the EL Wire hole locations and assisted in drilling.

The tedious process of threading and gluing the illuminated wire was well worth the time and made visibility possible in the dark park at night.



# LUMENroute - Marketing

ORIGINAL PROJECT

**Course:** Internship

**Skills taught:** Adobe Premiere, Adobe Illustrator, Adobe Photoshop, Wacom tablet, digital illustration, visual communication, typographical hierarchy, cartography, website building, social media marketing

Students formed a marketing committee to create a website, social media accounts, print and web assets, and motion graphics.

3D renderings were created before completion of the project for use in marketing materials. A poster was designed, produced, and distributed by students which drew an excellent turnout opening night.



**LUMENroute**

**FRIDAY, APRIL 27 5-10 PM**  
**WALNUT PARK TUNNEL, SOUTH DAVIS**

Experience the pop-up event that transforms an ordinary walk in the park into a colorful work of art!

Created by UC Davis  
MFA Candidate Jennifer Cadieux

Supported by:

- UC Davis
- Davis California
- CITRIS BANKING INSTITUTE
- CITRIS CONNECTED COMMUNITIES

Facebook, Instagram, Twitter icons

A map of the event location in South Davis, California, showing the Walnut Park Tunnel area.

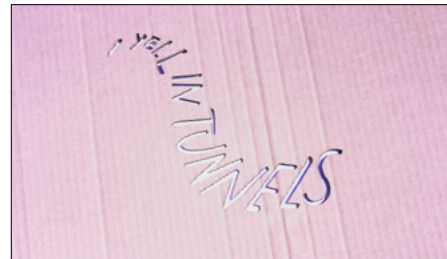
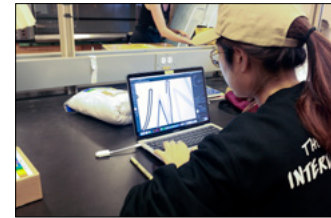
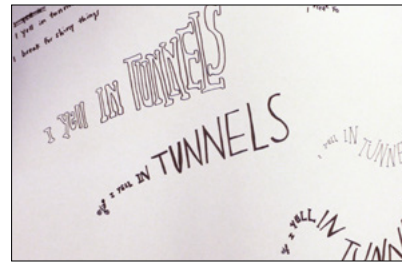
# LUMENroute - Laser-Cut Stencils

ORIGINAL PROJECT

**Course:** Internship

**Skills taught:** Adobe Illustrator, laser-cutting, stenciling

As part of the marketing program, students created t-shirts for the project crew and for a giveaway incentive on social media. Fun catch phrases were hand-sketched, scanned, and digitized. Using a laser-cutter, the vector designs were then cut into cardboard creating stencils to apply to t-shirts with fabric paint.



# LUMENroute - Exhibition Design

ORIGINAL PROJECT

**Course:** Internship

**Skills taught:** exhibition design, audio/  
video installation

In the final phase of the project, students assisted in installation for the 2018 UC Davis Graduate Exhibition at the Manetti Shrem Museum on campus.

The exhibit included a set of chairs from the park installation, suspended participant-activated light fixture, and audio/video short film outlining the concept, behind-the-scenes production, and installation of the design. The show was open to the public for four weeks and welcomed hundreds of visitors.



# Personal Branding & Laser-Cut Stencils

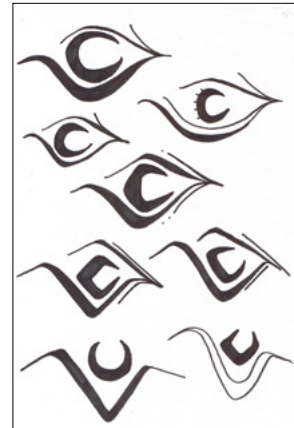
ORIGINAL COURSE & PROJECT

**Course: Design, Art & Technology**  
**Skills taught: Adobe Illustrator, ideation, personal branding, logo design, hand-drawing, scanning, vector design, digital illustration, laser-cutting, silk-screening, stencil design, craftsmanship**

I created this course on design as a conduit to interdisciplinary studio-based learning and collaboration, introducing high school students to studio-based learning with hands-on technical projects.

In this individual project, students transformed hand-drawn sketches into a laser-cut stencil and silk-screen art. Provided with the prompt of designing a personal logo, students learned how to develop their ideas and create their vision.

Students learned the differences between analog and computer-controlled production and the applications of vector design.



# Emotional Depiction Project

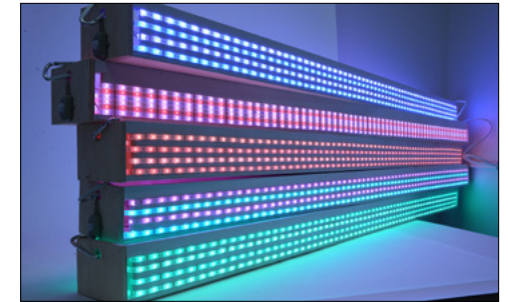
ORIGINAL COURSE & PROJECT

**Course: Design, Art & Technology**  
**Skills taught: design language, conceptual thinking, working within design constraints, resourcefulness, collaboration, craftsmanship, working with a budget**

Art and design both rely on the intuitive language of visual communication, reliant on denotative and connotative interpretation.

As a class, we visited the hardware store and students learned to work with a budget to obtain supplies. Using purchased and up-cycled materials, they created light-diffusing wraps for provided light fixtures. Students employed fundamental design elements and principles to convey a range of emotions.

The sculptures were exhibited in a store window in downtown Davis, CA for the summer of 2018. Students created a poster explaining the project that labeled the work.



# Cycle-Delic City-Wide Scavenger Hunt

**Course:** Narrative Environments

**Skills taught:** research, event conception, collaborative brainstorming, project management, working with budget, marketing, graphic design, installation design, participatory design

This project took the collaboration of the entire class of 24 students. Together, the students learned about design for participation and how to create an interactive event. Inspired by the 50th anniversaries of the Summer of Love and Davis' debut of the first bike lane in the United States, students created a city-wide bicycle scavenger hunt that featured a variety of activities and performances at its locations. Marketing material and promotional efforts generated an impressive turnout from the community.





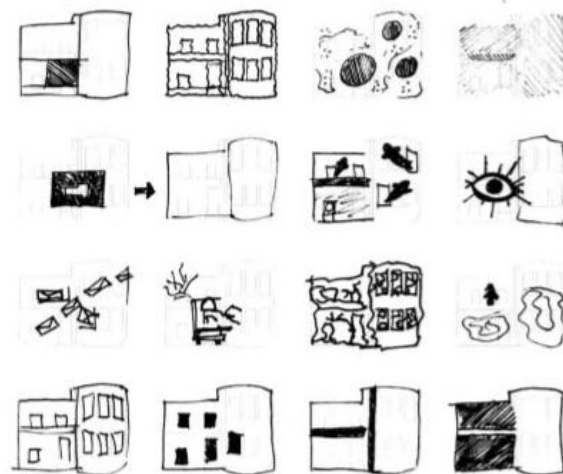
# Projecting the Past

**Course:** Narrative Environments

**Skills taught:** Adobe Illustrator, Adobe InDesign, concept development, creative direction, public art installation, video projection, projection mapping, collaboration, research, storyboards

To coincide with the Davis Centennial Celebrations, students created eight projected media interventions for downtown Davis locations. The interventions responded to an historical site and its architectural characteristics. Sites featured included the train station, a mansion, a railroad underpass, and the original city hall. Each of the two-minute installations engaged the general public in stories connected to a 100 years of the city.

The project was authored, designed, and produced by the students with guidance from Professor Tim McNeil and myself.



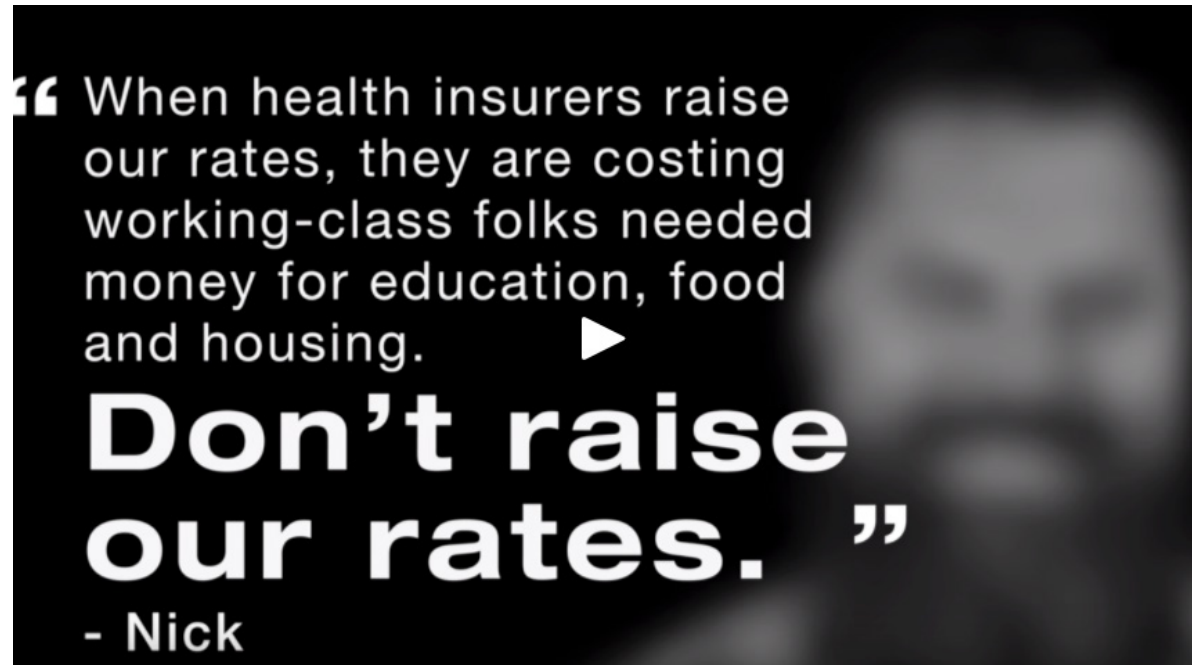
## Shining a Light - Motion Graphics Installation

**Course:** Independent Study

**Skills taught:** Adobe Premiere, concept development, creative direction, public art installation, video projection, interdisciplinary collaboration, research, storyboards

Thousands of hard-working SEIU Local 1000 members from across California contributed authentic, heartfelt, and even desperate accounts of their plight and need for affordable healthcare in hopes that the CEO's of the nation's largest healthcare providers would find empathy during CalPERS negotiations. Their stories were projected in large-scale, bold motion graphics, drawing light to the difficult situation in hopes of sparking urgency for action. The animation featured black and white motion graphics of union worker stories and images of the workers affected, staggering statistics, and a call to action for social media involvement with the union hashtag, 'write your CEO.'

[> video](#)



# Social Messaging Zines

**Course:** Graphics & The Computer  
**Skills taught:** research, mood-boards, concept development, Adobe Illustrator, Adobe Photoshop, file linking, file sharing, image compositing

Students were challenged to mobilize a social issue via a provocative, instructional, or persuasive printed zine. In a variety of group activities, students conducted research, developed mood boards, and iterated designs in rough form and rapid work environment.



**Slow Fashion in Practice**

- Research Ethical Brands
- Repair Damages
- Buy Pre-Loved
- Clothes Swap
- If you're working with what you already own...
- If you need to purchase a new item...

**Fashion Industry Statistics**

- 100 billion garments are made per year.
- Fashion produces 92 million tons of waste each year.
- The fashion industry is responsible for 10% of humanity's carbon emissions.

**CONSCIOUS THREADS**

who made my clothes?

The Beauty of Eco

How much water does it take to make? (1-gallon)

100  
500-1,000  
2,000

In memory of the 1,134 people who lost their lives in the Dhaka garment factory collapse of 2013, and the many other women, men and children who unfairly suffer under the fashion industry's inhumane working conditions.

BLACK PINK

AFRO EARTHEN

CALL IT TIMELESS

BLACK PINK

MAINE

NOT URBAN

WILD WILD WEST DAVIS

But the pig can get

They must TAKE CARE OF THEIR KINGDOM

Vanquish foes!

Beans Again?

outlaws must travel alone

Sometimes around 6-9 am...

Outlaws must learn how to catch their prey of their own accord. Be a responsible citizen of their home!

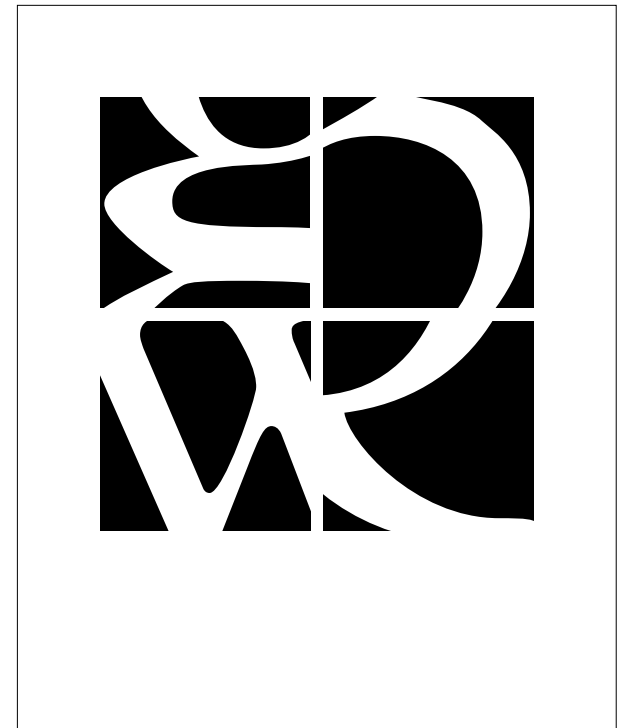
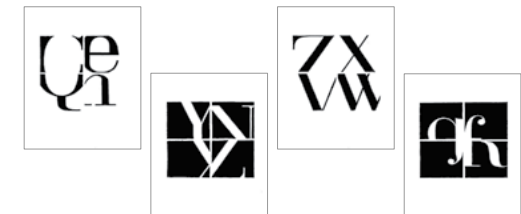
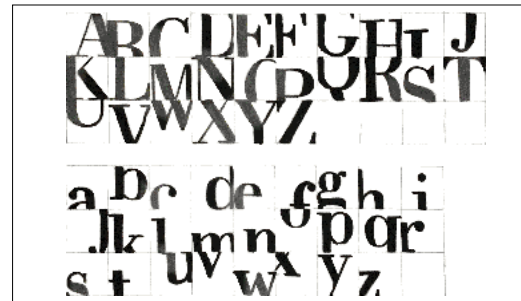
# Letterform Studies

**Course:** Letterforms & Typography  
**Skills taught:** Adobe Illustrator, typography, type terminology, craftsmanship, full-bleed dry-mount

This project required the close examination of letterforms. Students investigated the salient characteristics of a specific typeface and designed a composition highlighting its unique type anatomy.

The goal was to discover minimal yet recognizable forms created by strong visual relationships between the positive and negative elements. Students utilized design principles such as juxtaposition, contrast, symmetry, rhythm, implied line, and balance.

A student exhibition was held at the Davis Art Center in Davis, CA, which featured process as the design narrative.



# Book Design - Page Layout

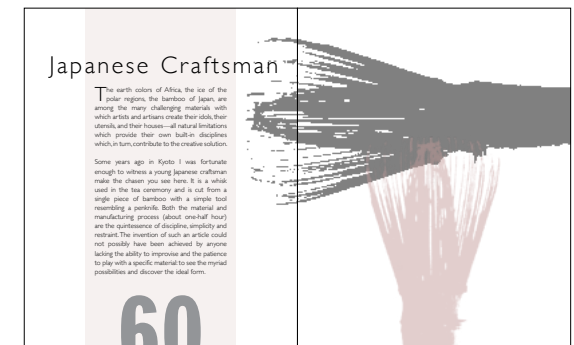
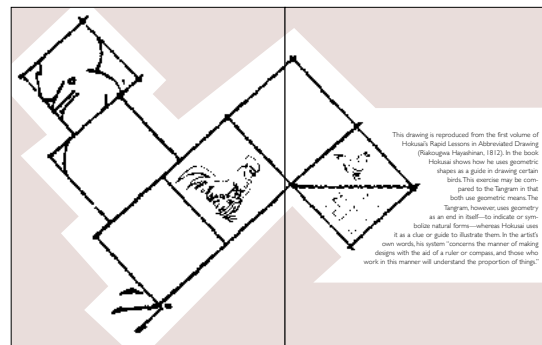
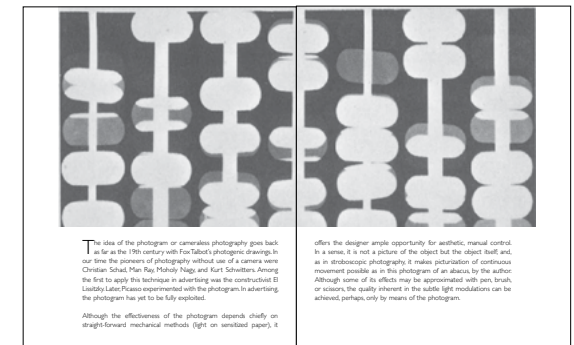
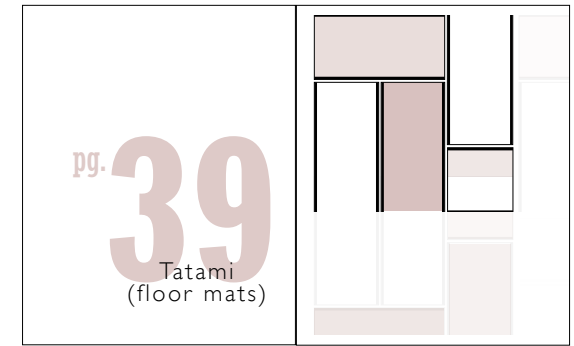
**Course:** Letterforms & Typography

**Skills taught:** Adobe InDesign, Adobe Illustrator, graphic design, typography, print design, perfect-bind, craftsmanship

Phase 1 of the book design project involved working with designer Paul Rand's essay, Design and the Play Instinct. Students were provided with copy and image content and were tasked with researching, organizing, and forming an interpretation of its message.

Students were challenged to use typography and a grid system layout to create balanced compositions across the many spreads of the book. Process work included concept sketches, storyboards, type studies, format studies, InDesign tutorials, and many iterations.

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07 Introduction	15 Crossword Puzzle	17 The Tangram	21 Hokusai's Drawing	25 Chinese Characters	27 The Modular
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49 Picasso	53 Mi Oki	55 The Photogram	59 Pet Zwart	60 Japanese Craftsman	62 References



# Poster Design

**Course: Graphics & the Computer**  
**Skills taught: Adobe Photoshop, Adobe Illustrator, graphic design, concept development, composite imaging, photo blending, composition, visual hierarchy, full-bleed print and mounting, craftsmanship**

This project introduced students to Photoshop software for the first time, tasked with researching a legendary figure, sourcing high-resolution images from online sources, and scanning books and magazines. Photos are blended to highlight the salient characteristics of the figure's life work. Attention to scale, color, composition, and visual hierarchy are paid in order to convey a message to the audience.

Full-bleed documents are printed, trimmed and dry-mounted for presentation.



# Book Design - Cover Design

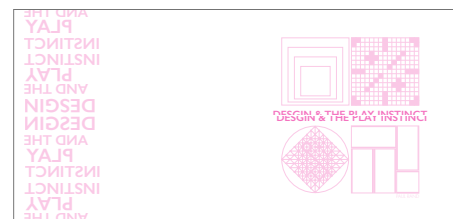
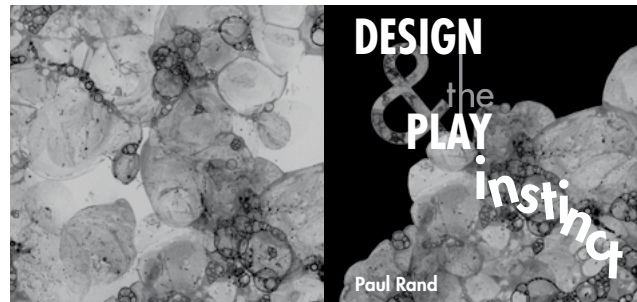
**Course:** Letterforms & Typography

**Skills taught:** Adobe InDesign,  
Adobe Illustrator, graphic design,  
typography, print design, perfect-bind,  
craftsmanship

Phase 2 of the book design project included creating a cover for the students' designed books based on Design and the Play Instinct by Paul Rand.

The covers needed to reflect the style of the internal pages, with the optional added twist of creating original artwork.

Books were printed, trimmed, and perfect-bound by hand.





# Color Theory & Digital Drawing

**Course: Graphics & The Computer Skills taught: Adobe Illustrator, digital sketching, 1- and 2-point perspective, human figure drawing, color theory**

In this project, students hand-drew either a human figure with a fashion design or an interior design. They scanned the drawing, digitally traced it, then applied 4 color schemes using a variety of digital coloring processes. They were to consider form, light, and shadow while applying color.



Neutral/Natural | Estefania Flores | 2020



Analogous | Estefania Flores | 2020



Monochromatic | Estefania Flores | 2020



Complementary | Estefania Flores | 2020

*"I've never worked so hard. Professor Kimbrel motivated me and gave great feedback. I'm grateful for the portfolio I now have because of her guidance."*

- anonymous student, Texas Christian University

*"Jennifer was an amazing leader and teacher, I am thankful I was able to work with her as long as I did!"*

-Madeline Villena student intern, University of California, Davis

*"...the best teacher I have had at this school, you can tell she really cares."*

-Tomi Jean Anderson, student, Collin College



[jennifercadieux.com](http://jennifercadieux.com)