Drawing Words on Lettering Plates: Guided Letterform Construction

Original tasks 1, 2, 3 / complete keys

Task 1

Specification task: describe what a guided plate for DOG should show for D, O, and G, including one valid stroke order and one permitted variation.

Answer: D: a vertical stem plus a curved bowl; O: a closed curve; G: a C-like curve plus the plate's distinguishing feature, such as a horizontal bar with an inward terminal or a spur. One valid order draws each letter's main curve first; a permitted variation is drawing G's distinguishing feature before or after the main curve if the plate allows it. Check by confirming each letter's construction path is stated, the G feature is named with alternatives, and the permitted variation is recorded.

Reason: The task asks for a plate specification, not a drawing, because no plate is published. Multiple G constructions are valid, so the answer names alternatives.

Check: Use the rubric: construction path stated, variation noted, distinguishing feature named, no single fixed answer claimed.

Task 2

Specification task: describe how a spacing guide should treat the S–E and E–A gaps in SEA, and define a provisional gap without a published unit.

Answer: Check S–E and E–A separately. Define the provisional gap relative to a reference letter width on the plate, such as the width of an I, and mark it explicitly. Open-sided S may need a tighter gap than straight-sided E. Check by confirming both pairs are named, the provisional gap is defined relative to a reference width, and one adjustment is described.

Reason: Spacing is pair by pair, and no universal unit exists without a published guide.

Check: Rubric: pairs named separately, provisional gap defined relative to a reference, adjustment described.

Task 3

Specification task: describe which letter pairs in GEM need adjustment before drawing, and why.

Answer: Check G–E and E–M. G is open-sided and may need a tighter gap to E; E is straight-sided and may need more room to M. Identify these pairs before drawing rather than adjusting after. Check by confirming both pairs are named, the openness reasoning is stated, and the decision is made before drawing.

Reason: This exercise targets pre-drawing pair identification, a distinct skill from SEA spacing.

Check: Rubric: both pairs named, openness reasoning stated, pre-drawing decision described.

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Original tasks 4 / complete keys

Task 4

Blank-plate task: plan how you would letter BAT independently, stating cap height, baseline, stroke logic, and spacing checks.

Answer: State cap height and baseline, construct B, A, and T from practiced stroke logic, note A's crossbar order variation, and check B–A and A–T gaps pair by pair. BAT is a blank-plate exercise word, not a guided plate. Check by confirming cap height and baseline are stated, stroke logic is described, both spacing pairs are checked, and the blank-plate scope is respected.

Reason: The blank plate is for independent work; BAT is intentionally blank-plate-only.

Check: Rubric: cap height and baseline stated, stroke logic described, spacing pairs checked, blank-plate scope respected.

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Source rubric / reflection

- [ ] Cap height and baseline are consistent across the word, unless the plate states otherwise.
- [ ] Each letter follows a deliberate construction path consistent with the plate's stated rule.
- [ ] Stroke-order variations are noted where the plate permits them.
- [ ] Spacing is checked pair by pair rather than guessed as a single uniform gap.
- [ ] Blank-plate work is scored against stated criteria, not an exact answer.

Reflection: What did you check, what did you change, and what will you try next?