



**KAJYA ARNDT-TRUONG**

graphic designer // 650.242.6117 // [kranrdt@ucdavis.edu](mailto:kranrdt@ucdavis.edu)

# CV



## Hello!

I'm Kajya. I'm 22 years old and based near San Francisco, in the coastal city of Pacifica. I'm very driven and creative, and am able to adapt quickly to what the situation asks of me. I enjoy working in teams and figuring out a solution together. My hobbies include drawing, playing video games, and hanging out with my budgie, Mochi. Since I've graduated, I've primarily been focusing on freelance design work. My main goal is to expand my creative capabilities and to gain experience needed to grow as a professional.

## EDUCATION

University of California, Davis  
Davis, CA  
Bachelor of Fine Arts, emphasis in Graphic Design  
June 2015

## SKILLS

Expertise in the following software:



Adobe  
InDesign CC  
●●●●●



Adobe  
Illustrator CC  
●●●●●



Adobe  
After Effects  
●●●●●



Adobe  
Photoshop  
●●●●●



Microsoft  
Word  
●●●●●



Microsoft  
Excel  
●●●●○



Microsoft  
Power Point  
●●●●○

Digital Photography ●●●●●

Proficient in HTML 5, CSS ●●○○○

Digital/Traditional Illustration ●●●○○

## WORK EXPERIENCE

**Route Trainer**  
ASUCD Unitrans | Davis, CA

September 2014- September 2015

In-service training of new transit drivers. Evaluated each trainee's performance weekly. Attended bi-weekly meetings with other route trainers and the manager to improve the training process and experience. Provided feedback to new trainers.

- Was consistently given positive feedback on training methods by other trainers and trainees alike.
- Awarded "Route Trainer of the Summer" by the Route Trainer Manager. September 2015.

**Transit Driver**  
ASUCD Unitrans | Davis, CA

May 2013- September 2015

Responsible for the safety and ride comfort of all passengers. Unitrans prioritizes safety, passenger comfort, and on-time performance. Trained to operate 40' single deck buses and Alexander Dennis double-deck buses, and London style RT double-deck buses.

- Consistently awarded for timeliness and excellent shift responsibility.

**Sales Associate**  
Hollister Co. | Daly City, CA and San Bruno, CA

June 2010- December 2011

Organized products to promote visual consistency and accessibility. Performed financial transactions efficiently and carefully. Greeted and assisted customers in order to provide a positive customer experience.

## LANGUAGES

English, Basic Spanish, Basic French

## CONTACT

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Feel free to contact me with any further questions, or to request references.



# COACHELLA

Various art posters designed for the 2015 Coachella music festival.



## INTRODUCTION

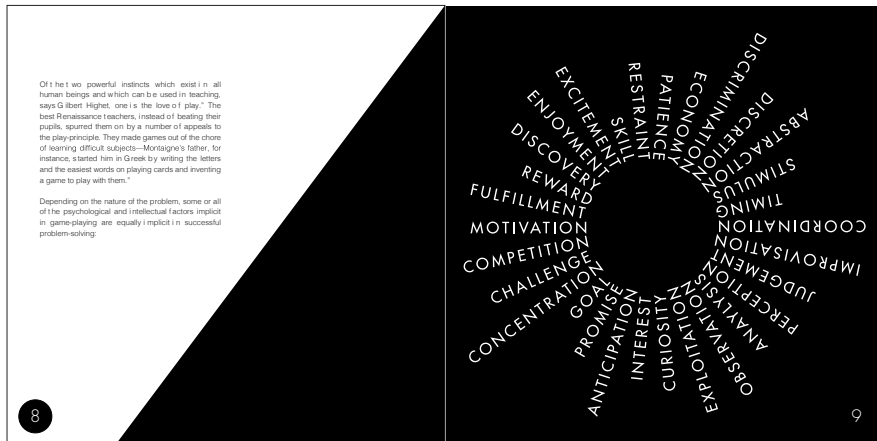
The absence in art of a well-formulated and systematized body of literature makes the problem of teaching a perplexing one. The subject is further complicated by the elusive and personal nature of art. I granted that a student's ultimate success will depend largely on his natural talents, the problem still remains: how best to arouse his curiosity, hold his attention, and engage his creative faculties. Through trial and error, I have found that the solution

to this enigma rests, to a large extent, on two factors: the kind of problem chosen for study, and the way in which it is posed. I believe that if, in the statement of a problem, undue emphasis is placed on freedom and self-expression, the result is apt to be an indifferent student and a meaningless solution. Conversely, a problem with defined limits, implied or stated disciplines which are, in turn, conducive to the instinct of play, will most likely yield an interested student and, very often, a meaningful and novel solution.

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## PLAY INSTINCT

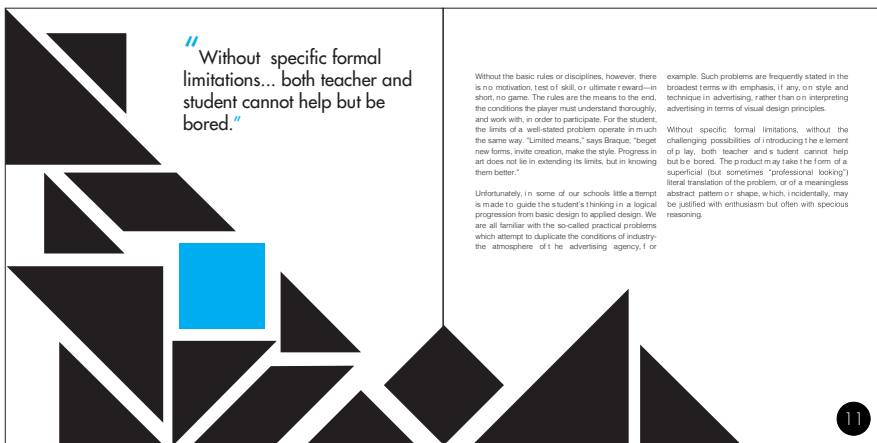
*Redesign of Paul Rand's Design and the Play Instinct. I focused on basic shapes as a theme, since shapes are fundamental to design.*



Of the two powerful instincts which exist in all human beings and which can be used in teaching, says Gilbert Highet, one is the love of play. The best Renaissance teachers, instead of beating their pupils, spurred them on by a number of appeals to the play-principle. They made games out of the chore of learning difficult subjects—Montaigne's father, for instance, started him in Greek by writing the letters and the easiest words on playing cards and inventing a game to play with them.

Depending on the nature of the problem, some or all of the psychological and intellectual factors implicit in game-playing are equally implicit in successful problem-solving.

8



**"Without specific formal limitations... both teacher and student cannot help but be bored."**

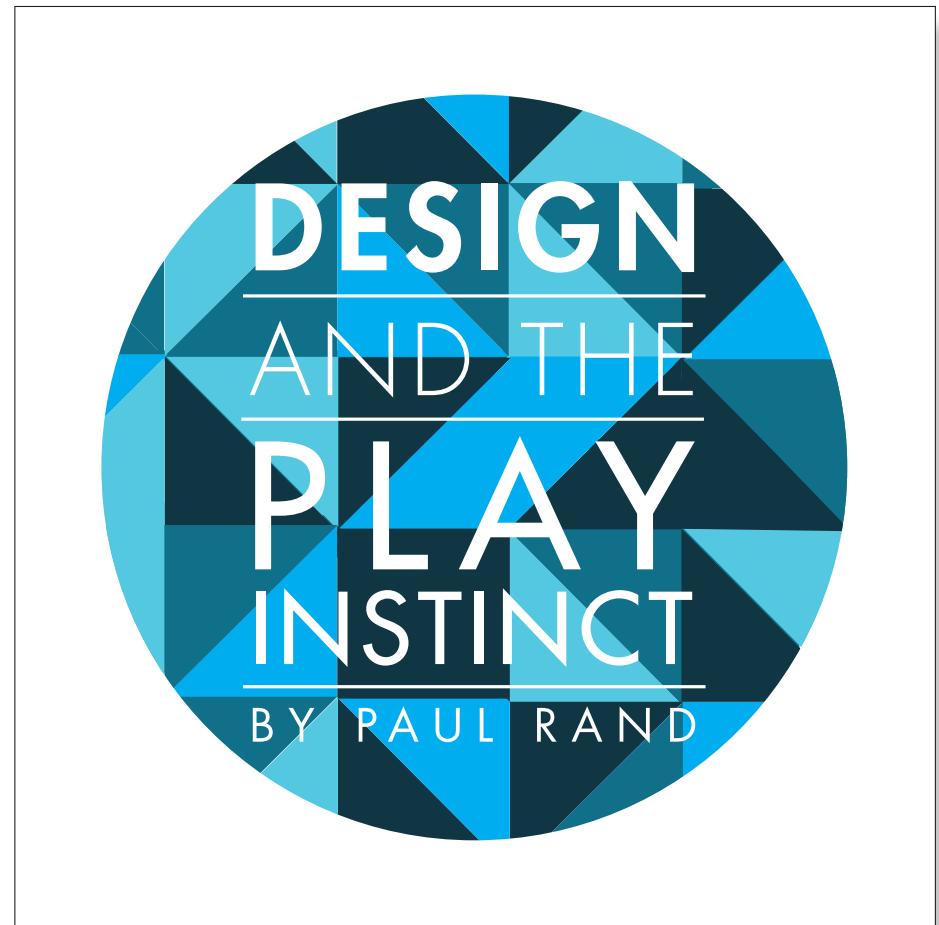
Without the basic rules or disciplines, however, there is no motivation, test of skill, or ultimate reward—in short, no game. The rules are the means to the end, the conditions the player must understand thoroughly, and work with, in order to participate. For the student, the limits of a well-stated problem operate in much the same way. "Limited means," says Braque, "beget new forms, invite creation, make the style. Progress in art does not lie in extending its limits, but in knowing them better."

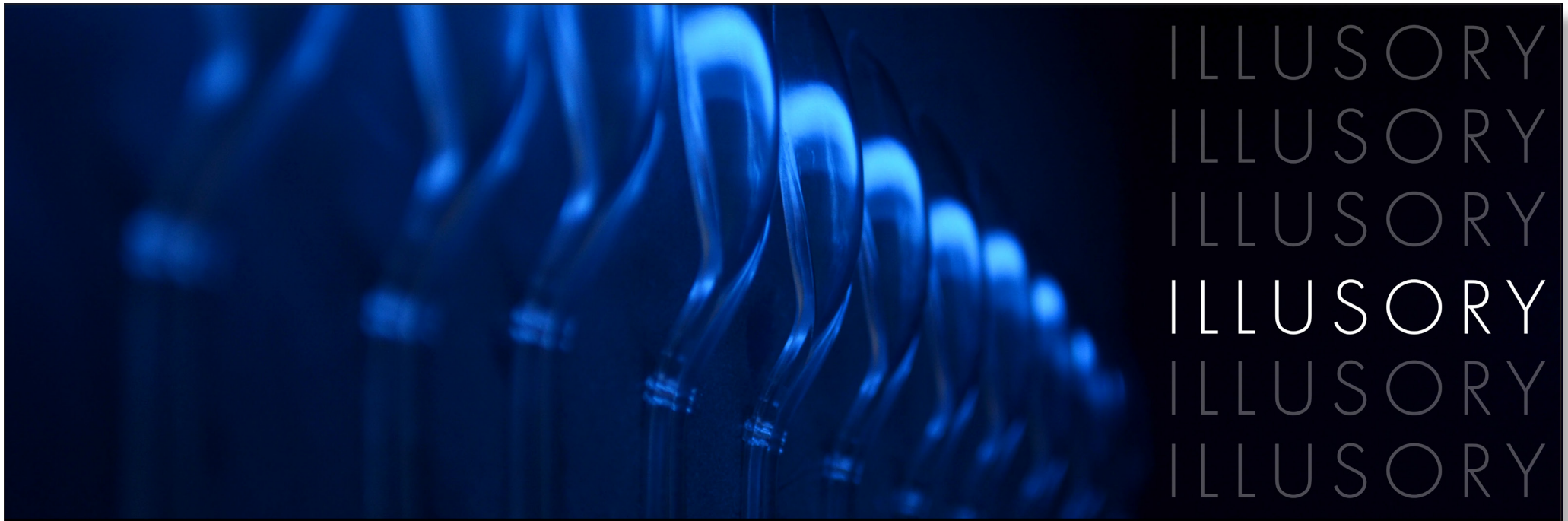
Unfortunately, in some of our schools little attempt is made to guide the student's thinking in a logical progression from basic design to applied design. We are all familiar with the so-called practical problems which attempt to duplicate the conditions of industry, the atmosphere of the advertising agency, or

example. Such problems are frequently stated in the broadest terms with emphasis, if any, on style and technique in advertising, rather than on interpreting advertising in terms of visual design principles.

Without specific formal limitations, without the challenging possibilities of introducing the element of play, both teacher and student cannot help but be bored. The product may take the form of a superficial (but sometimes "professional looking") literal translation of the problem, or of a meaningless abstract pattern or shape which, incidentally, may be justified with enthusiasm but often with specious reasoning.

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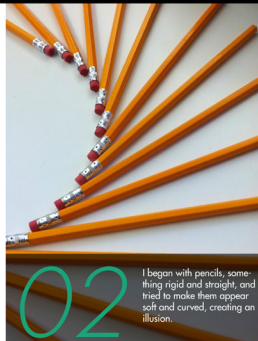


# il·lu·so·ry

adjective

based on something not true or real : based on an illusion

01



02 I began with pencils, something rigid and straight, and tried to make them appear soft and curved, creating an illusion.

03



03 Moving on to our given item exercise, trying to make spoons appear as they are not such was the biggest challenge since it was such a unique shape.

04



04 I decided to play mostly with light, creating an effect that made the spoons seem like less of a utensil, making them something completely different.

05



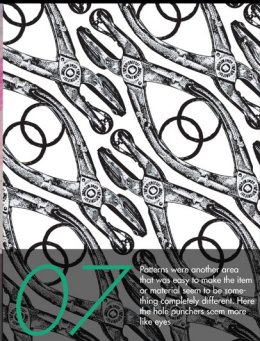
05 Next was the letter form project. I used the newspaper in such a way that it was neither clearly letter form nor clearly newspaper, but a combination rather.

06



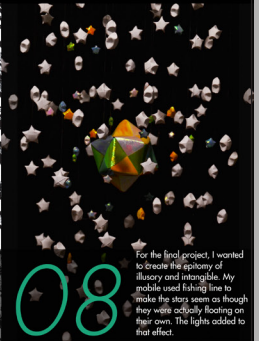
06 My final letters involved both bombs. Using something that changed constantly made for very refined photos. Not being able to control the material made their forms very organic.

07



07 Reiterating was another dance with my ability to control the form or material, seem to be something completely different. Here the fish's structure seems more like eyes.

08



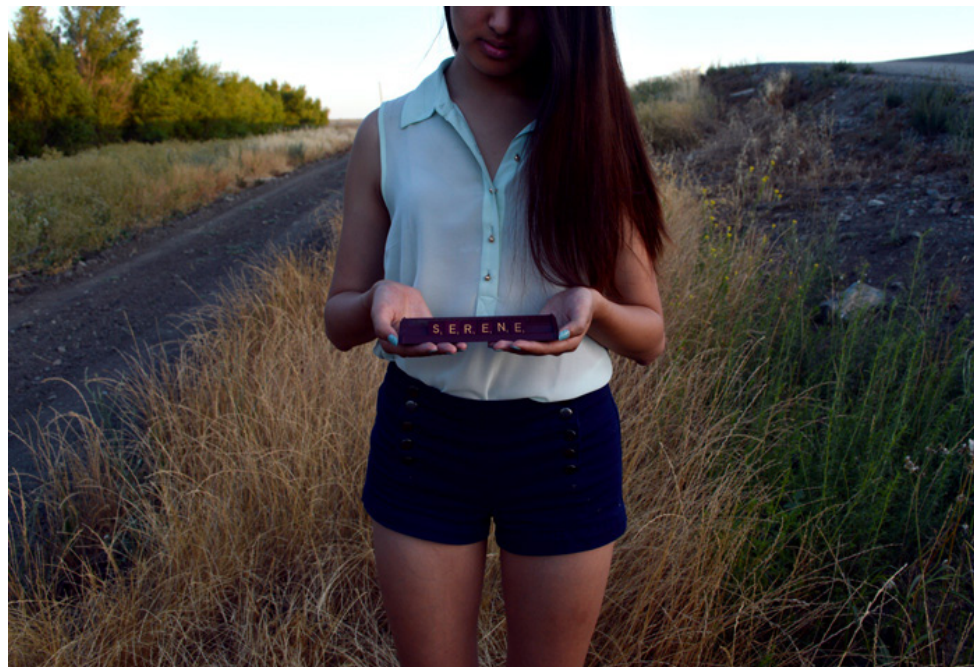
08 For the final project, I wanted to create the epitome of illusory and intangible. My mobile used fishing line to make the stars seem as though they were actively floating on their own. The lights added to that effect.

## ILLUSORY

A process manual depicting and describing all the projects made through out the quarter. The projects focused on finding an every day material and showing it in a different light, both literally and figuratively.

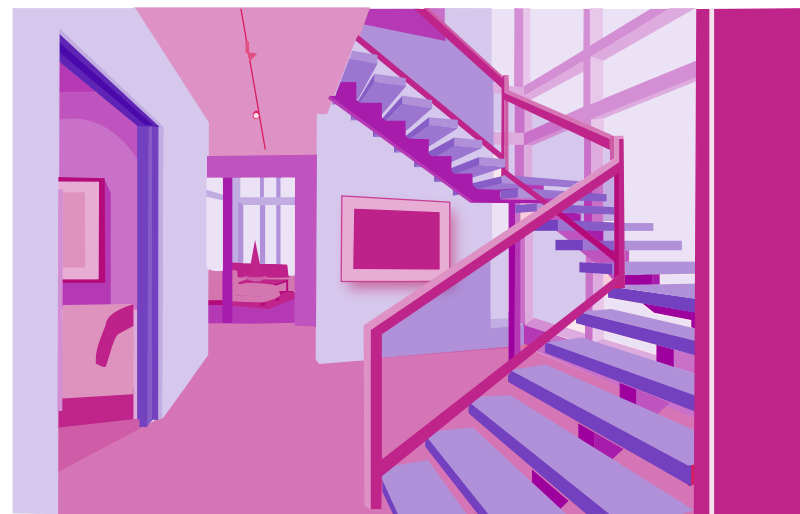
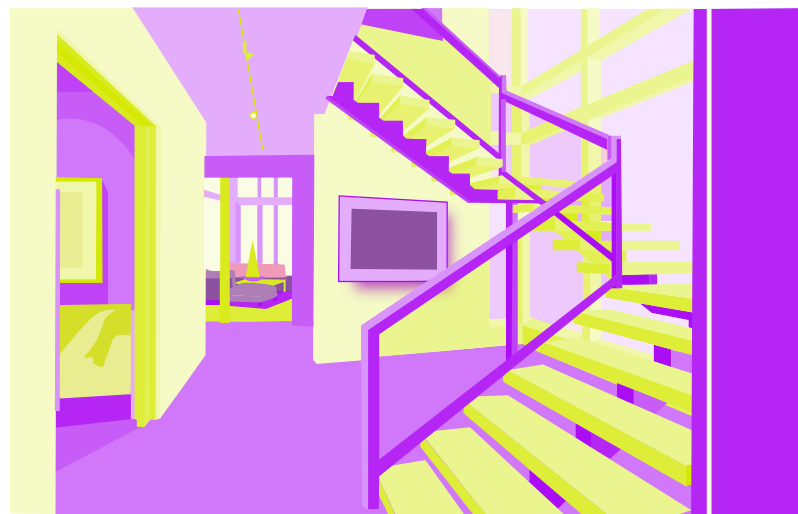
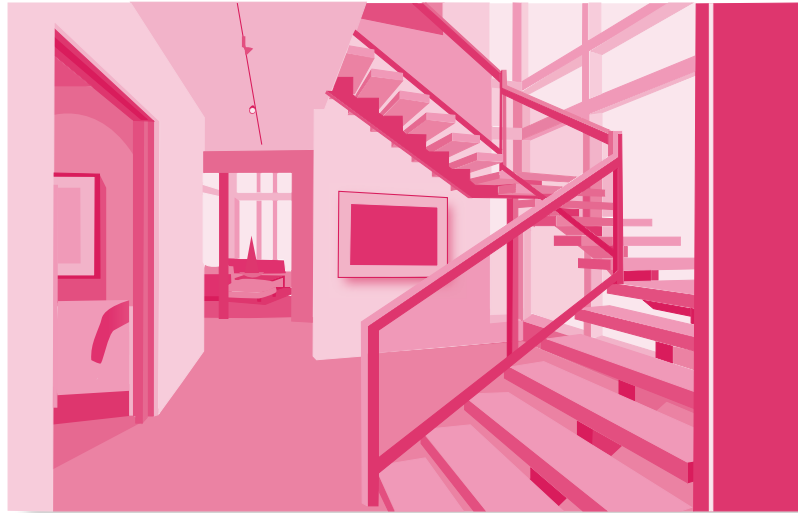
# PHOTOGRAPHY

Various digital photographs. All were taken using a Nikon D3200 and later edited in Photoshop CS5.



# ILLUSTRATION

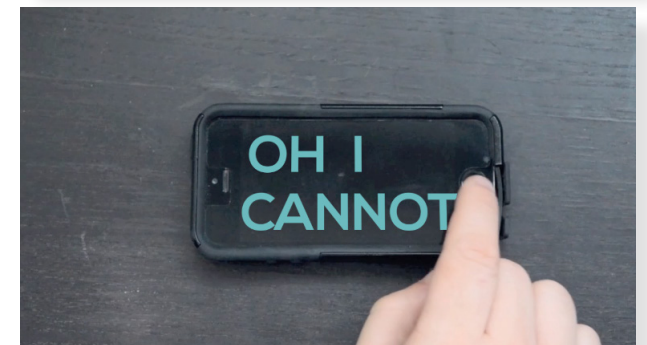
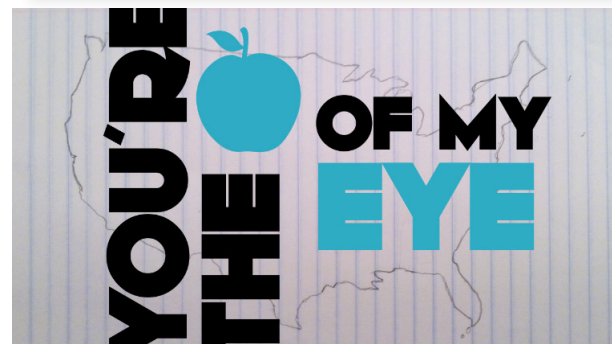
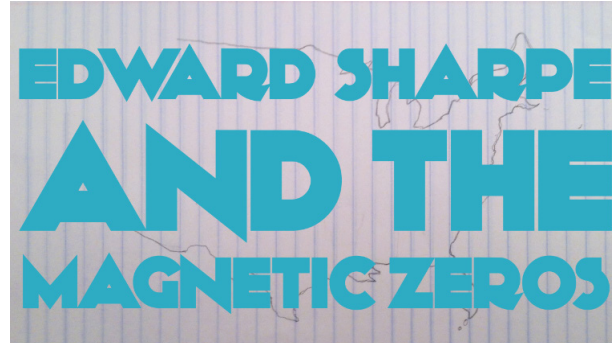
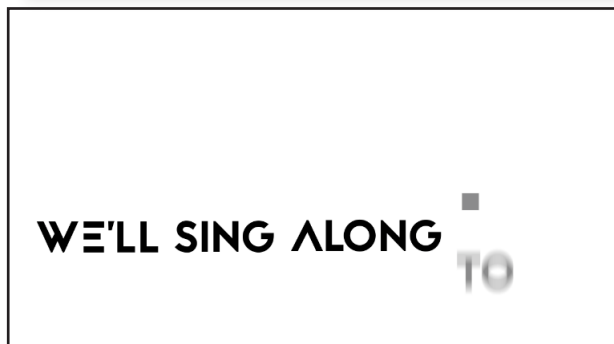
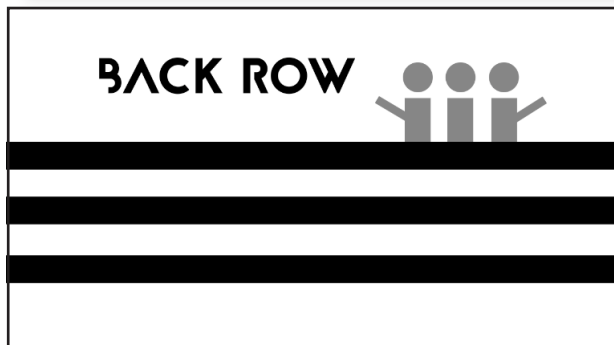
*An interior done in Illustrator. Different color palettes were used in order to explore the color wheel.*





## MOTION GRAPHICS

Stills from several motion graphics projects. Each clip was designed to match the sound to the visuals in a harmonious way. Video files are included.



# B LEAF

B Leaf was a product and company designed for a packaging design class. The target audience for this company were women, ages 25-40. The designs for the letterhead, envelopes, and business cards are shown below.



  
**B • LEAF**  
organic salads

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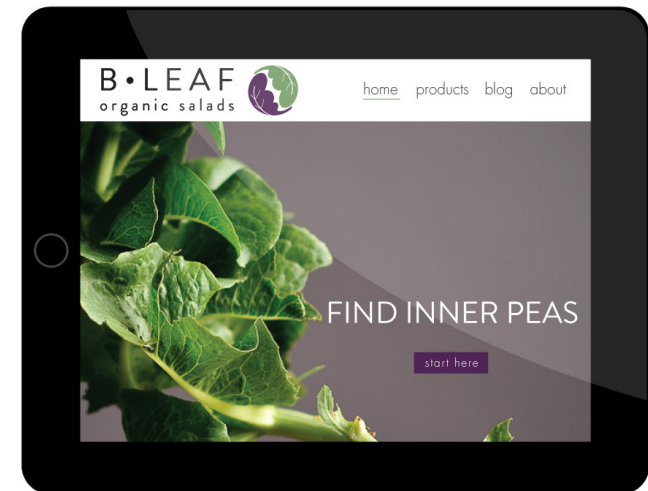
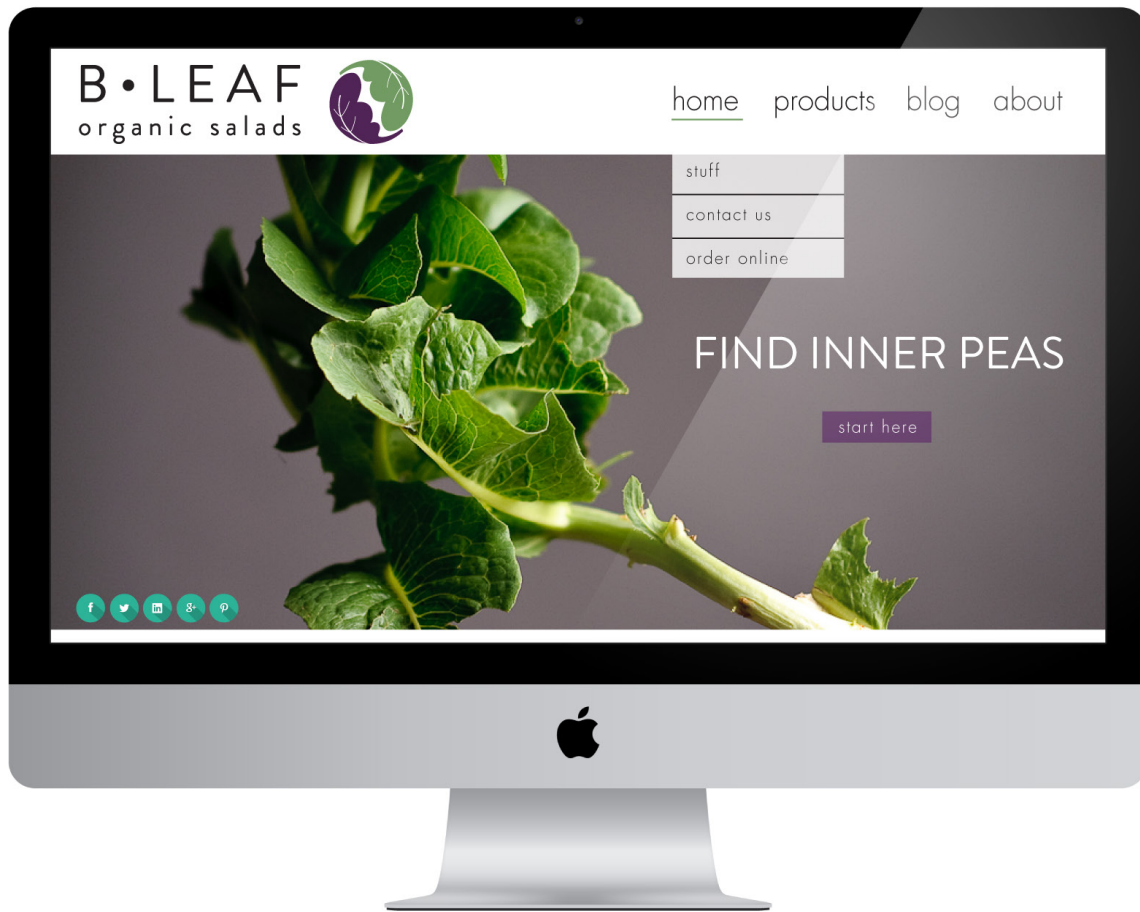


  
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**B • LEAF**



*Website design for B Leaf. Site designed to be minimalistic, simple, and compatible with multiple platforms, such as tablet and smartphone.*

Final physical product. Salad packaging ideas based off of mason jar salads. Salad was stacked with the leafy vegetables on top, and the solid vegetables on bottom. Dressing was packaged separately, but also included in the box.

Belly band was printed on recycled paper to be as environmentally friendly as possible.





## **contact**

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Thank you for your time!