SYLLABUS

ARTS 1311 - Design I (5004015326) 3-3

Instructor: Jayne Duryea

Introduction to fundamentals of two-dimensional design with emphasis on creative expression.

TEXTBOOK: “Design Prin/Problems” by Paul Zelanski

COURSE OBJECTIVES:

1. Given an explanation of two-dimensional design (flat works such as drawings, paintings, posters, etc.) containing only height and width as opposed to three-dimensional design (sculpture, pottery, paper mache objects, mobiles, etc.) containing height, width, and depth and/or volume or space, the student should be able to differentiate their qualities, as evidenced by her/his performance in a set of two-dimensional design practice problems.

2. Given an explanation of illusionary elements which may or may not exist in two-dimensional design such as time, motion, space and v-mass (volume and/or form), the student should be able to apply his concept of illusionary space by traditional methods of indication, as evidenced by her/his performance in representative works of practice problems by utilizing such media as pencil, crayon, ink, paint, and magazine clippings.

3. Given an explanation of compositional elements such as balance, rhythm, emphasis, proportion, harmony and unity, the student should be able to recognize and apply his knowledge of them to original works, as evidenced by her/his adequate performance in a set of practice problems.

4. Given an explanation of the visual art elements, namely: line, shape, texture, value, color, and their relationship to the compositional elements, the student should be able to define his concept of art elements, as evidenced by her/his adequate performance in a set of practice problems utilizing various art media.

5. Given a concept of spatial organization and its relationship to positive and negative areas and figure-ground relationship, the student should be able to successfully organize creative works, as evidenced by her/his performance in a set of practice problems.

6. Given an understanding of realistic, abstract, and non-objective (geometric and organic) shape, the student should be able to develop a working definition of shape character, as evidenced by her/his performance in a set of practice problems using varied art media.

7. Given an explanation of structural shape (form) as opposed to decorative shape (surface features), the student should be able to recognize and differentiate the two, as evidenced by her/his performance in a set of practice problems using varied art media.

8. Given a concept of the aesthetics of “good” design as related to our daily lives by the selections we make in unitarian and decorative products, the student should be able to develop and apply his awareness to the statement “Form follows function”, as evidenced by her/his participation in class discussion concerning Chapters 1 & 2 of the course textbook.

9. Given designated criteria for two-dimensional problems, the student should be able to utilize her/his knowledge of the concept of “abstraction” as related to the sources of design, historical and environmental (natural and man-made), as evidenced by her/his performance in completion of and quality of her/his representative works in a set of practice problems.

10. Given an opportunity for study through lecture, class discussion and lab problems concerning the course textbook, the student should be able to score a passing grade of 60% or better as evidenced by her/his participation on a written comprehensive final exam.
TEACHING METHODS:

1. Demonstration by instructor of varied art media.
2. Lecture and class discussion
3. Audio/Visual Aids
   A. Filmstrips
      1. Developmental Design Series, Educational Filmstrips, Huntsville, Texas.
   B. Sound-slide sets - the Metropolitan Seminars in Art
      1. 214B Expressionism: Abstraction
      2. 214C Composition: As Pattern, Structure, Expression
      3. 214D Techniques: Fresco, Tempera & Oil, Watercolor, Pastel, and Prints
   C. 16mm Films - BFA Education Media
      1. Discovering Color
      2. Discovering Composition in Art
      3. Discovering Harmony
      4. Discovering Line
      5. Discovering Perspective
4. Lab Problems

BIBLIOGRAPHY:

EVALUATION METHODS:

1. Attendance - a total of no more than 3 absences excused or unexcused unless granted by special permission from the instructor. Without granted special permission more than 3 absences reduces the final grade for the semester and more than 5 absences results in a drop from the course.

2. Completion of and performance on practice problem

3. Participation in student exhibit at end of the semester

4. Performance on written final exam

Special Note: If you have a documented disability that will impact your work in this class, please contact your instructor to discuss your needs.

FINAL EXAM

Comprehensive exam with diagrams, etc., over eight (8) chapters. Pop quizzes to be given randomly throughout semester.

* Students plagiarism on assignments will be given an automatic F on that assignment. Second offense, will automatically drop the student from the class with an F in that class.
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COURSE OUTLINE

1st Week -
Introduction, supply list
Study Chapter 1 - Introduction & Chapter 2 Form Know the components of art Discuss media and techniques; begin project in media and techniques. Conclude media and techniques problem.

2nd Week -
Discuss form and organization in art; begin form problems (i.e., positive/negative use of the elements of form)

3rd Week -
Continue form and organization problems.
Continue form problems; turn in media and techniques project.
Study Chapter 3, Line

4th Week -
Conclude form and organization problems.
Discuss characteristics and uses of line art.
Begin problems on the physical and expressive character of line.
Continue line (i.e., line value, texture, etc.)

5th Week -
Continue line drawings.
Study Chapter 4, Shape.
Conclude line problems. Turn in form and expressive organization problems.

6th Week -
Discuss the physical and expressive characteristics of shape.
Begin problems on the physical and expressive characteristics of shape.
Continue shape problems (i.e., geometric perspective)
Continue shape problems.
Turn in line problems.

7th Week -
Continue shape problems.
Study Chapter 5, Value, and begin reviewing first 5 chapters for midterm exam or oral review.
Complete shape problems and turn in at end of week.
8th Week -
Midterm exam or oral review over first 5 chapters (first hour of week)
Discuss the physical and expressive characteristics of value.
Begin value problems (possibly begin with a value chart, showing the range of value in different media). Continue value problems.

9th Week -
Continue value problems (i.e., concluding value chart.)
Study Chapter 6, TEXTURE.
Continue value problems all week.

10th Week -
Conclude value problems.
Discuss texture and begin texture problems.
Study Chapter 7, COLOR, (up to “uses of color”) for next class.
Continue texture problems.

11th Week -
Conclude texture problems and turn in value problems at end of week.
Discuss physical properties of color; begin a color wheel.
Continue color wheel and ancillary projects (i.e., color value, neutralizing color, etc.)
Conclude physical properties of color.
Study “Uses of Color” in Chapter 7.

12th Week -
Discuss “Uses of Color” and begin problems.
Continue color problems.
Turn in texture problems at end of the week.

13th Week -
Conclude color problems.
Study Chapter 8, SPACE.

14th Week -
Discuss space usage.
Begin problems in space.
Begin study for final exam in Art Fundamentals (review all chapters.)
Turn in color problems at end of the week.

15th Week -
Conclude space problems and turn in during last class.
Final exam week
Continue reviewing for final exam
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SUGGESTED SUPPLY LIST

TEXTBOOK: Design Principles & Problems, Zelanski & Fisher

Paper
Spiral notebook for class notes
Sketchbook 8x10 or 9x12 inch for design ideas
Package of black construction paper - (assorted colors) - text calls for extra black
General Art Supplies
½ inch roll regular masking tape
Rubber cement
Ruler
Scissors
Exacto knife
Drawing pencils - assorted numbers, 3 pencils: 2B, 4B, 6B or
   Ebony laybrushes (3) - 1 inch flat, 1 small pointed
   & 1 medium pointed out pencil
Erasers (2) - 1 magic rug & 1 kneaded
Waterproof black drawing ink; also brown (optional)
Paints - tempera or acrylic 6 to 9 colors including black & white
Additional miscellaneous materials will be needed for various assignments. Instructor will notify you ahead of time.

Lockers are available for student use; no fee; you may have to share one. Lockers in “foyer” are rented for a small fee $3 - $5 (refundable).
# Schedule

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<th>Date</th>
<th>Week</th>
<th>Topic</th>
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<td>1</td>
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<td>Introduction - Media project &amp; critique process design elements and principles</td>
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<td>HOLIDAY</td>
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<td>Chpt. #1, Design as Control</td>
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<td>Chpt. #1 &amp; #2, Line</td>
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<td>Chpt. #3, Shape &amp; Form</td>
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<td>Complete Chpt. #3</td>
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<td>Chpt. #4, Space</td>
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<td>Chpt. #5, Texture</td>
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<td>Complete Chpt. #7</td>
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| 14   | 14   | • Prepare & Hang Student/Faculty  
• Exhibition Reception Date: |
| 15   | 15   | Group project using all Elements & Principles  
Final Critique |
| 16   | 16   | • Last Day of Classes  
• Review & Clean Studio Area |