

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Chet Glaze	Date:	04/09/2020
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Department	Subject	Course Number	Title
Art	Art ART	120	2D Design

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Activity Units	Total Units
3.00	3.00
Activity Contact Hours	Total Contact Hours
96.00 - 108.00	96.00 - 108.00
Activity Homework Hours	
48.00 - 54.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

C HUMANITIES

General Education Justification:

This course relies heavily on design terminology and vocabulary that allows students to properly evaluate and discuss art and design works (GELO 2 and 4). It also contains references to historical movements, styles, and famous artists as well as thorough examinations of their work and the design decisions behind them (GELO 1 and 2). While this course includes projects that develop formal art skills, the primary emphasis is on conceptual development and cultural awareness rather than on skill-building (GELO 1, 4 and 5).
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Maximum Enrollment:	32
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP

TOP code:

1002.00

**Can be
Taken**

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course introduces the student to the principles of 2D design using the design elements of line, shape, space, value, texture, color, and form. Students will explore design concepts through projects that incorporate visual analysis, problem solving, and presentation.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course introduces the student to the principles of 2D design using the design elements of line, shape, space, value, texture, color, and form.

Need for the course:

This is a required class for all Art degrees (AA-T Studio Art, AA-T Art History, Visual Communication and AA in Art), Multimedia and Photography certificates, fulfils MSJC Humanities and transfers as Humanities units.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Compose a series of works using the basic elements of a two-dimensional art, including line, shape, texture, value, color and spatial illusion.

2. Organize elements of two-dimensional art into compositions that demonstrate the understanding of balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.

3. Illustrate visual compositions and problem-solving projects that successfully organize the basic elements and principles of two-dimensional art.

4. Plan aesthetic decisions and judgments related to their own artwork.

5. Assemble a variety of artistic materials, using various techniques and tools.

6. Formulate ideas and visual experience in images using both formal and conceptual approaches.

7. Appraise and revise a student's own two-dimensional compositions, as well as those of their classmates.

8. Criticize two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art.

9. Examine and relate historical and contemporary examples of two-dimensional art, within a global context.

Course Content:

(please number the outline of main topics and subtopics)

N/A

Lab Content:

(please number the outline of main topics and subtopics)

1. Studio Practices

1. Safety

1. Blades and cutters

2. Fixative and ventilation

2. Clean up and storage

1. Storing flameable materials

2. Wet paint disposal

3. Supplies and Materials

1. Paper varieties

2. Pencils and pens

3. Rulers and drawing tools

4. Paint and paint media

2. Design Process

1. Problem Solving Strategies

1. Criteria

2. Brain storming/thinking

3. Thumbnails

4. Journaling/sketchbook

2. Execution

1. Materials

2. Techniques

3. Composition

4. Color

3. Critique

1. Constructive criticism

2. Oral and written critiques evaluating and analyzing effectiveness of execution and the utilization of design principles.

3. Design Principles

1. Unity and Variety

1. Gestalt

2. Unity and Variety

2. Emphasis and Focal Point

1. Acheiving emphasis

2. Absence of focal point

3. Balance
 1. Symmetrical and assymetrical balance
 2. Radial balance
 3. Crystallographic balance
4. Scale and Proportion
 1. Scale of art
 2. Scale within art
 3. Ideal proportions (Western and non-Western)
5. Rhythm
 1. Shapes and repetition
 2. Alternating rhythm
 3. Progressive rhythm
4. Design Elements
 1. Line
 1. Types of line
 2. Line direction
 3. Line as value
 2. Shape and Form
 1. Naturalism and distortion
 2. Idealism
 3. Abstraction
 4. Non-objectivity
 5. Positive and Negative shapes
 6. Figure-ground relationships
 7. Illustion of 3D forms
 3. Space
 1. Devices to show space
 2. Aerial and linear perspective
 3. Isometric perspective
 4. Open and colosed form
 4. Light and Value
 1. Value as emphasis
 2. Value and modeled form
 3. Value as space
 5. Texture
 1. Tactile texture
 2. Visual or implied texture
 3. Texture versus pattern
 6. Color
 1. Color theory history
 2. Cool/warm colors
 3. Color as emphasis
 4. Color contrast
 5. Color schemes
 6. Local color
5. Aesthetic Awareness and Culture
 1. Fundamentalism
 2. Dada
 3. Symbolism
 4. Contemporary
 5. Italian Rennaissance
 6. Art Deco
 7. Bauhaus
 8. Post-Modern/Modern

- 9. Abstraction
- 10. Non-Representational
- 11. Non-Western themes
- 12. Islamic aniconic art

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Demonstrations using slides/images of work from historical sources and current popular culture to demonstrate the utilization of the principles and elements of design, like line, shape, value, balance, harmony, etc.
- **Method:** Projects
Integration: Long-term projects challenge students to collaboratively develop a comprehensive creative process using a variety of materials, tools and techniques.
- **Method:** Activity
Integration: Guided in-class student problem-solving activities to show the use of tools and methods that will enable the students to fluently read the principles and elements of design.
- **Method:** Discussion
Integration: Group discussions during class work sessions and during oral presentations of student work emphasize appropriate design terminology.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Reports
Integration: Evaluate the accuracy of written reports on historical and contemporary topics in the area of design which demonstrate the student's understanding of processes and principles.
- **Method:** Class Performance
Integration: Judge the performance by students in oral and written critiques in which students identify how the assignments show strength or weakness through the assemblage of a variety of artistic materials, using various techniques and tools. The instructor will also evaluate the students for the proper use of design language and visual analysis in their critiques of others' works.
- **Method:** Projects
Integration: Appraise creative works that demonstrate problem-solving in visual compositions that use the basic elements of a two-dimensional art including line, shape, texture, value, color and spatial illusion. The compositions are also evaluated for their organization of the elements through the use of balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.
- **Method:** Quizzes
Integration: Measure the accuracy of visual literacy in two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Long-Term Project: Connecting visual and written language
 1. Objective: Using the words Fast, Intellectual, Broken, Depressed, Intense, students will develop a series of images in black and white that describe the linguistic definition of the word in non-pictorial visual language.
 2. Materials:
 1. Bristol Paper

- 2. Black ink (Sharpie, Micron Pen, etc)
 - 3. Ruler
 - 4. 4H drawing pencil
 - 3. Process:
 - 1. Research definitions of the words through a dictionary (not casual definitions). Be sure to look for a definition that has a potentially visual context.
 - 2. Using basic geometric shapes, lines and negative space, sketch compositions that explore this written definition.
 - 3. Present your sketches to class peers and instructor for comparisons and feedback.
 - 4. Identify strongest compositions and complete using ink and bristol paper.
 - 4. Critical Response:
 - 1. Prior to oral critique, respond to the following questions:
 - How does written language translate into visual language?
 - Which definitions made more and less sense visually?
 - Which basic forms had the broadest communicative range?
 - Where do you see this form of communication in your daily life
2. In-class assignment: Color Wheel
- 1. Objective: Construct a color-accurate color wheel in acrylic paint.
 - 2. Materials:
 - 1. Bristol Paper
 - 2. Acrylic paint (Cyan, Magenta, Yellow, Titanium White, Black)
 - 3. Paint Brush, Palette knife, Palette Paper
 - 4. Ruler
 - 5. 4H drawing pencil
 - 6. Compass and protractor
 - 3. Process:
 - 1. Carefully draw out an 8" circle and a 6" circle using the same center point.
 - 2. Divide the circle into 12 equal parts (30 degrees each).
 - 3. Paint the primary colors into their respective spots (Red, Yellow, Blue)
 - 4. Mix and paint the secondary colors into their respective spots (Orange, Violet, Green)
 - 5. Mix and paint the tertiary colors into their respective spots (Red-Orange, Yellow-Orange, Blue-Green, Yellow-Green, Red-Violet, Blue-Violet)
 - 4. Critical Response:
 - 1. Compare accuracy of color mixing for secondary and tertiary colors.
 - 2. Carefully remix and re-apply colors that were not accurate.
3. Research Project: Unity and Variety in Commercial Design.
- 1. Objective: Identify 3 examples of Commercial Design (Forever 21 store design, IKEA catalog or store design, etc.). Explore each example and discuss how concepts of Unity and Variety are used.
 - 1. How are Unity and Variety used?
 - 2. Suggest why it used in this manner (agenda).
 - 3. Assess if the use of Unity and Variety are effective based on intent.
 - 2. Presentation: Research must be presented in one of the follwing formats.
 - 1. Slide lecture presentation
 - 2. Written paper with supporting imagery and documentation.
 - 3. On-site video lecture (recorded, edited and presented as film).

Textbooks:

- Stephen Pentak, David A. Lauer (2015). *Design Basics* Cengage Learning. ISBN: 9781285858227

Other Resources:

Minimum Qualification

- Art (Masters Required)