

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	John Knuth	Date:	12/17/2020
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Department	Subject	Course Number	Title
Art	Art ART	122	3D 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:

3D Design introduces students to the multi-cultural language of art and design, promotes critical thinking through compare and contrast of various cultural styles that have been significant in the development of the 3-dimensional arts. (GELO 1) This course develops the student's ability to utilize 3-dimensional art and design vocabulary in order to create work of artistic and creative expression. (GELO 5)
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Maximum Enrollment:	25
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Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment “ check all that apply: * Course requires graded class discussion and graded class participation. * Course requires 3 or more oral presentations by each
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student per semester.

- * Course relies on small group dynamics as a means of instruction or assessment.
- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Course has safety or compliance factors which influence the enrollment cap – check all that apply:

- * Course has safety or health reasons that the class should have a non-standard enrollment cap.

Justification: Typically studio art courses require extensive critiques once a week or every other week. Also, due to this course using dangerous tools, class size needs to allow the students ample individual space to work. A standard 2-dimensional studio course has a maximum enrollment of 30 students. Unlike 2-dimensional work, 3-dimensional work requires viewing from multiple viewpoints. Additionally physical balance, structural framework and tactile characteristics must be assessed in critique sessions by handling each work individually. This requires additional time and space for each student presenting work for assessment. Instruction of specific tools and safe handling of materials requires adequate time.

Grading Method:

Letter Grade or P/NP

TOP code:

1001.00

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 organizing elements of design as they pertain to three-dimensional objects and spatial environments. The course includes both representational and non-representational design outcomes. Students explore design principles through visual analysis, problem solving exercises and project revision. A range of media and both traditional and contemporary approaches to design are explored.

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 design as they pertain to three-dimensional objects and spatial environments. associated with three-dimensional forms.

Need for the course:

This course is needed for Visual Communication AA, AA-T in Studio Arts for Transfer and IDS - Liberal Arts: Arts, Humanities & Communications Emphasis -T. This course is highly transferable and is usually required in the CSU and UC lower division art major programs.

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.

- ART 120

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. Identify and understand the formal elements and organizing principles of three-dimensional art.
2. Assemble objects, forms and problem-solving projects that successfully incorporate the basic elements and principles of design.
3. Analyze and criticize three-dimensional works of art through references to formal elements and principles of design.
4. Propose aesthetic decisions and judgements related to their own and others' design work.
5. Develop ideas and visual experience into tactile forms using both formal and conceptual approaches.
6. Evaluate the presence of specific design elements and principles in works of art as well as in the everyday physical world around them, throughout history and across cultures.
7. Compose in three dimensions and work with a variety of media which may include but not limited to clay, wood, metal, paint, plaster, paper, fibers, mixed media.
8. Experiment with various tools in order to design and create three-dimensional creative works of art.
9. Construct work with tools while practicing under proper safety procedures.
10. Discover efficient methods of material storage, transportation, and clean up.

Course Content:

(please number the outline of main topics and subtopics)

1. Introduction to basic organizing elements of design
 1. space (positive/negative)
 2. value
 3. shape/form
 4. line
 5. color
 6. texture
2. Introduction to basic principles of design (but not limited to)

1. balance
 2. unity
 3. emphasis
 4. rhythm
 5. contrast
 6. proportion
 7. movement
3. Instruction in the use of basic, three-dimensional media, tools and techniques
 1. modeling
 2. construction/fabrication
 3. assemblage
 4. carving
4. Exploration and practice of design concepts through problem solving activities and projects
 - A. Dynamic composition using asymmetrical balance.
 - B. Ability to hold interest using negative space and complexity
 - C. Ability to create an attention-getting design using contrast
 - D. Achieve intellectual interest using assemblage
 - E. Achieve harmony using subtle variation and flowing rhythm.
5. Introduction to historic and contemporary examples of design in the disciplines of Sculpture, Crafts, Graphic Design, Product Design, Fashion and Architecture
 - A. Both contemporary and historical examples of art and design
 - B. Architecture representing a diverse range of material
 - C. Traditional arts representing multiple cultures
 - D. Art and Design representing different aesthetic sensibilities
6. Problem solving visual exercises
 1. three-dimensional awareness
 1. contact with ground plane
 2. in-the-round
 3. volume
 4. tactile characteristics
 5. visual weight
 6. relationship to human scale
 1. exploration and manipulation of basic three-dimensional media.
 1. fabrication or construction
 2. reductive methods such as carving
 3. modeling
 4. material replacement methods such as casting
 5. assemblage
 6. installation
 2. Studio projects that explore the elements and organizing principles of three-dimensional design.
 1. Development of skills and processes using a variety of artistic materials.
 1. wood
 2. paper
 3. plaster
 4. wire
 5. metal
 6. clay
 7. fibers
 8. mixed media
 2. Techniques and tools appropriate to an introductory study in design.
 1. modeling using hands, wire tools and knife
 2. fabrication with cutting blade, cardboard and hot-melt glue
 3. carving with cutting blade and soap or wax

4. assemblage with scavenged, repurposed materials

5. casting using alginate molds and plaster
3. Safety Protocol in the studio

1. Transport of Materials

1. teamwork for safe transport of objects

2. bending knees when lifting objects

3. supporting objects from underneath

4. cushioning objects to prevent vibration and damage

2. Use of Tools

1. mat knife or exacto blade

2. hot melt glue gun

3. wood or aluminum rib tool

4. loop tool

5. rasp

6. dust masks

7. safety glasses

3. Cleanup of workspace

1. put away all school equipment

2. clean all brushes and rasps

3. sweep table tops

4. remove all scrap material
- Lab Content:
- (please number the outline of main topics and subtopics)
- N/A
- Methods of Instruction:
- Methods of instruction may include, but are not limited to the following:
- **Method:** Guided Practice

Integration: Guided exercises will be used to facilitate idea exploration and material experimentation to develop a critical knowledge of 3D design processes and creative thinking.

• **Method:** Presentations

Integration: Presentation of contemporary and historic design examples will allow students to compare various 3D designs and develop the skill of discerning quality.

• **Method:** Film/video Viewing and Discussion

Integration: Films and video discussion of historic and contemporary design examples will allow students to have open ended discussions of 3D design principles.

• **Method:** Critique

Integration: Critical Analysis of completed designs and works in progress allow students to identify assignment goals such as negative space, volume and dynamic composition.

• **Method:** Lab Activities

Integration: Lab allows students to experiment with materials, explore 3D design principles and develop technical skills in constructing 3D form and spatial arrangements.

• **Method:** Lecture

Integration: Lecture on technique, design terminology and creative approaches related to 3D design will allow students to develop and communicate a critical knowledge of design processes and creative thinking.
- 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:** Exams/Tests
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Integration: Exams and tests will be used to evaluate students on 3D terminology and principles of 3D design. Evaluate on completion, correctness, attention to details, presentation, results, self-reflection, etc.

• **Method:** Projects

Integration: Portfolio of completed work will be used to measure students on their ability to incorporate 3D compositional principles and demonstrates a critical knowledge of the elements of art.

• **Method:** Critique

Integration: Group and individual critiques in oral or written formats will evaluate students ability to identify specific characteristics and principles of 3D design.

• **Method:** Class Work

Integration: Class work will be used to assess students ability to convey 3D design concepts and principles with technical skill.

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:

Assignments may include and are not limited to:

1. Create an assemblage project that uses the process of joining together recycled or repurposed, non-traditional material. Using manipulation techniques, such as tearing, cutting and twisting to alter existing objects and materials in order to transform them in both appearance and context. This process involves experimentation with a range of non-traditional materials and processes. Work is assessed on the level of transformation from its original state, visual interest in-the-round, unity and textural variety. One example might be an altered book project
2. Create a dynamic composition project uses planar construction methods in such materials as cardboard, foam-board or wood. Exploring the characteristics of dynamic composition. It includes the use of hidden weights to achieve the appearance of instability and cantilever. Use of asymmetrical composition requires viewing the work from multiple viewpoints heightening awareness of 3-dimensional characteristics of space. The work is assessed on structural support, minimal contact with the ground plane and the integration of strong diagonals.
3. Create a maquette project using mixed media and paint to convincingly communicate a public design idea proposal. Focusing on proportion, one of the principles of 3-dimensional design, by presenting a large-scale idea in a small model. Assessment is based on the ability to convincingly portray a developed idea for a 3-dimensional work using a model or maquette, scale references and a verbal presentation.
4. Create a carved abstraction sculpture involving close examination of a form in nature. Exaggerate or distort particular characteristics of the object for expressive purpose. The design should significantly depart from natural appearances. Negative space, one of the elements of design, is used to bring attention towards the internal complexity of the carving. Assessment is based on a departure form natural appearances coinciding with an emphasis on a particular characteristic, such as texture that can be traced to the original.
5. Weekly reading and articles are given to students on current art events. Student have to write three questions and follow up on discussions.
6. A writing assignment will be given which a student will have to display their comprehension of the 3D design terms used in the class. They will have to display a comprehension of the ideas presented during the course. The writing assignment maybe an artist report, an essay about their own work or a critique on the use of the ideas and themes presented.

Textbooks:

- Stewart, Mary (2019). *Launching the Imagination 3D, 6th Edition* McGraw Hill. ISBN: 0077773446

Other Resources:

Minimum Qualification

- Art (Masters Required)