



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ART 106

Course Title
Three Dimensional Design

Credits
3

Hours:
Lecture/Lab/Other
1 Lecture/4 Studio

Co- or Pre-requisite

Implementation
Semester & Year
Fall 2022

Catalog description:

An intensive investigation of the use of the formal elements of art and design according to the principles of organization in three-dimensional composition. Various media, techniques and equipment are introduced

General Education Category:
Not GenEd

Course coordinator: Professor Michael Welliver,
wellivem@mccc.edu

Required texts & Other materials: A materials list will be assigned with the introduction of each project.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

- 1.) Develop an awareness of how the formal elements and principles of design are incorporated into three-dimensional objects and compositions. [Supports ILGs #6, 11; PLOs# 1,2]
- 2.) Develop critical thinking and problem solving skills to successfully navigate from preparatory sketches/activities through completed sculptural compositions. [Supports ILGs #6, 11; PLOs# 2,3,4]
- 3.) Develop an understanding and utilization of standard vocabulary to verbally analyze sculptural compositions clearly and effectively. [Supports ILGs #1,6,11; PLOs# 2,3]
- 4.) Demonstrate technical proficiency using a variety of sculptural materials, techniques and equipment. [Supports ILGs #6,11; PLOs# 2]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Visual Arts (PLO)

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;
4. Create a portfolio for education transfer, employment, or artistic venues.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Expressive Qualities of Line [Supports Course SLO # 1,2,3,4]**

Learning Objectives

The student will be able to:

- Design a composition that is dominated by line and the use of variations of line characteristics establishes an effective expression of concept.
- Design a visually coherent statement through repetition of design elements with enough design variety of means to provide visual interest.
- Design a composition with a strong sense of visual equilibrium established among formal elements of design.
- Design a composition using a non-representational approach and is strongly designed in the round.
- Display creativity in concept or execution beyond examples shown or parameters given.
- Display competence in the use of tools, materials and processes.
- Verbally analyze their composition and the composition of peers using proper vocabulary.

Unit II **Balance and Organization [Supports Course SLOs # 1,2,3,4]**

Learning Objectives

The student will be able to:

- Design a composition that displays a strong sense of visual equilibrium using a symmetrical, asymmetrical or radial approach.
- Design a composition that displays a visually coherent statement through repetition, proximity or continuation with enough variety of means to provide visual interest.
- Design a composition that displays clear and effective use of a grid system to organize components.
- Design a composition that displays an effective balance of high, medium, and low relieve elements across the composition.
- Display creativity in concept or execution beyond examples shown or parameters given.
- Display competence in use of tools, materials, and process.
- Verbally analyze their composition and the composition of peers using proper vocabulary.

Unit III **Form and Spatial Relationships [Supports Course SLOs # 1,2,3,4]**

Learning Objectives

The student will be able to...

- Design a visually coherent statement through repetition of design elements with enough variety of means to provide visual interest.
- Design a composition that displays a strong sense of visual equilibrium established among formal elements of design.
- Mix, shape and alter plaster to provide strong and interesting forms with special attention paid to surface quality.

- Design a composition that displays an effective physical or implied interaction between the shapes as well as between the shapes and the base.
- Display creativity in concept or execution beyond examples or parameters given.
- Display competence in use of tools, materials, and process.
- Verbally analyze their composition and the composition of peers using proper vocabulary.

Unit IV Found Object Assemblage [Supports Course SLOs # 1,2,3,4]

Learning Objectives

The student will be able to...

- Design a visually coherent statement through repetition of design elements with enough variety of means to provide visual interest.
- Design a composition that displays a strong sense of visual equilibrium established among formal elements of design.
- Include an effective combination of objects to produce a clear expression of concept or theme.
- Display creativity in concept or execution beyond examples or parameters given.
- Display competence in use of tools, materials, and process.
- Verbally analyze their composition and the composition of peers using proper vocabulary.

Unit IV Self Portrait [Supports Course SLOs # 1,2,3,4]

Learning Objectives

The student will be able to...

- Design a visually coherent statement through repetition of design elements with enough variety of means to provide visual interest.
- Design a composition that displays a strong sense of visual equilibrium established among formal elements of design.
- Effectively combine materials and processes to produce a clear expression of concept or theme.
- Display creativity in concept or execution beyond examples or parameters given.
- Display competence in use of tools, materials, and process.
- Verbally analyze their composition and the composition of peers using proper vocabulary.

Evaluation of student learning:

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| • successful completion of required projects: | 70% |
| • participation in classroom activities and discussions: | 10% |
| • attendance and professionalism: | 10% |
| • preparatory sketches/activities: | 10% |