



COURSE OUTLINE

ART 105
Course Number

Two-Dimensional Design
Course Title

3
Credits

1 / 4
Lecture/Laboratory Hours

Prerequisites: none

Co-requisites: none

Catalog description:

Intensive investigation of such essential principles as form, line, space, color, balance, and unity in two-dimensional design. Projects are assigned in sequence leading to specific visual solutions. Various media are used.

Required texts/recommended materials:

Texts

Pipes, Alan, *Introduction to Design*, Prentice Hall, Inc. Upper Saddle River New Jersey, 2004
Ocvirk, Otto G., et al, *Art Fundamentals*, 9e, McGraw-Hill, New York, 2001

For required materials list refer to Appendix A at the end of this outline

Revision Date: 2011 **Course Coordinator:** Michael Welliver Ext. 3522
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Course goals

The student will be able to:

- Employ design theories through readings, tests and technical projects.
- Demonstrate a basic verbal and technical understanding of design elements and rules:
 - Elements:** points and lines, shape, texture, space (3D), time and motion, value and color theory.
 - Rules:** unity and harmony, balance, scale and proportion, contrast and emphasis, and rhythm.
- Utilize correct vocabulary while discussing and critiquing visual art.
- Identify and analyze contemporary and historical practitioners who employ design elements and techniques in their work.
- Create visual outcomes to design problems with independent solutions and professional presentation.
- Execute projects with proficiency using all of the materials and techniques covered.

- **Course-specific General Education Knowledge Goals and Core Skills.**
- **General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **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.
- **Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.
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- **MCCC Core Skills**
- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
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Units of study in detail

The student will be able to...

Introduction to the Basic Principles of Design

- Identify and define the basic elements of design: line, shape, space, color, value, texture, time, and motion
- Illustrate the basic rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm
- Examine the difference between non-objective and abstract images.
- Analyze the relationship between formal elements and depicted subject matter.
- Categorize elements and rules of design in the spectrum between popular media (advertising) and fine art.
- Examine the content and shifting meaning of arranged images as they are juxtaposed with one another.

Unit I Points and Lines

- Interpret a point as a position in space and a line as a point moving in space
- Distinguish the difference between outlines, implied lines and psychic lines
- Design abstract non-objective images using:
 - Line as outline- contour
 - Line as surface- cross-contour
 - Line as value- hatching

- Analyze and assess the effect of lines on the process of looking at images (eye direction, focus, contrast, and latent image.)

Unit II Shape and Form

- Interpret shape as an isolated singular unit and a description of form
- Describe the difference between geometric and curvilinear shapes
- Design abstract non-objective images using combinations of shapes
- Repeat shapes to establish symmetry, patterning and larger motifs
- Distinguish figure and ground relationships with positive and negative shapes

Unit III Space and Dimension (3D)

- Illustrate the illusion of three-dimensional space on a two-dimensional surface or picture plane
- Identify spatial cues in images including- scale, overlapping, foreshortening, diminution, basic perspective, dimension and directional lighting
- Create abstract designs and implied depth using spatial cues.

Unit IV Value

- Identify appropriate value in a black and white or color image in relation to an existing value scale
- Analyze images with continuous tone and classify like areas of value into larger shapes
- Discover our perception and cognition capabilities with images made from smaller elements (optical mixing)
- Develop and execute a strategy for transforming smaller units (i.e. points, hatching, or hole punches) into a larger image
- Compare the ability of mechanical devices to separate value (cameras with film grain or computers with digital pixels)

Unit V Color

- Identify primary colors, secondary colors, and tertiary colors
- Understand colors as designated hues in the spectrum of visible light
- Demonstrate basic color theory by painting with monochromatic, complimentary, analogous, and natural color schemes.
- Mix colors to get tints, shades and neutrals
- Distinguish between RGB and CMYK color systems as used in digital/computer/print systems.
- Discover our perception and cognition capabilities with images made from smaller points of color (optical mixing)

Unit VI Texture and Surface

- Distinguish between the actual (tactile) texture of an object and the visual (simulated) texture of an image
- Create actual texture through arranging low-relief objects using the elements and rules of design
- Create simulated visual texture with collage and cut out images using the elements and rules of design
- Construct color and image fields using collaged photographs and reproduced images
- Discover content and narrative in subject matter by combining and contrasting imagery.
- Manipulate text (words) to create simultaneous abstract visual design and readable content.

Unit VII Time/Motion, Distortion/Manipulation, and Subject/Content

- Indicate time and movement in a single static image.
- Demonstrate the elements of time and movement- transparency, repeated multiple images, and directional formal arrangement.
- Create and manipulate meaning through distorting, combining, or juxtaposing images and subjects. (i.e. Surrealism, Futurism, Dada, Fantasy)
- Determine and anticipate the interpretation of an image by changing the context and audience

Unit VIII Text and Image

- Arrange text and Images to create intended interpretations.
- Visually combine and contrast images with words using the principle elements of design.
- Demonstrate basic typography and layout skills.
- Determine the most effective form (materials) for an idea.
- Anticipate the audience or an artwork or project (who will be looking at it.)

Academic Integrity Statement:

Academic Integrity

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.
- B. Gives fraudulent assistance to another student.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
- D. Fabricates data in support of an academic assignment.
- E. Inappropriately or unethically uses technological means to gain academic advantage.

More information regarding Academic Integrity can be found on the MCCC website or in your Student Handbook.

Accommodations

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is FA129, and she can be reached at (609) 570-3525

Appendix A –Recommended Materials

See Instructor Prior to Purchasing Any Materials

Supplies

Paper and Transfer Materials

- Sketch Book 8"x10" or 11"x14"
- Pad of Bristol Paper 14" x 17"
- Illustration boards-Hot Press for Ink and Cold Press for Paint
- Single Sheets of (Black, White and Gray) Toned Paper
- Tracing paper 14" x 17"
- Transfer paper (Wax free- Graphite or Blue Color)

Measuring Tools and Templates

- French curve with inking edge 10 ½ "
- Metal Ruler 18" or 24"
- Circle templates with large and small circles up to 2" in diameter
- T-square or triangle with 12" inking edge

Drawing Tools

- Graphite Pencils Pack of 4 Graphic or Soft Sketching Pencils (HB, 2B, 4B, 6B)
- Design Ebony Drawing Pencils Pack of 2
- Black Inking Pens 1 Fine Point Sharpie + 1 two-sided (Fine/Broad) PrismaColor Marker
- Fine point Micron pen .04 or smaller.

Painting Tools

- Paint (white, black, and primaries, either **acrylic** or **oil** depending on the instructor)
- Brushes– synthetic bristle brushes (rounds #1, #4, flats 1/2", 1")
- Pad of disposable palette sheets or a Plastic Palette
- Palette knife
- Rags or shop towels, glass jar for water or turpenoid

Cutting, Gluing and Editing Tools

- Exacto-knife (Precision # 1 including extra blades)
- Scissors
- Hole Punch
- Erasers (White Staedler Mars Plastic and a kneaded eraser)
- Glue-stick (Elmer's Craft Bond) 1 Large or 2 small
- Rubber Cement (Elmer's Craft Bond)
- Masking Tape (Light sticking Blue or artist tape if possible.)
- White-out

Carrying Cases

- Portfolio 18"x24" (To protect, transport, and carry your work.)
- Tackle box, Art supply box, or a carrying case to hold your supplies.