

**Course Outline**

**COURSE:** ART 13                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2017                      **CURRICULUM APPROVAL DATE:** 02/27/2017

**SHORT TITLE:** 3-D DESIGN

**LONG TITLE:** Three-Dimensional Design

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	2	36
		Lab:	4	72
		Other:	0	0
		Total:	6	108

**COURSE DESCRIPTION:**

A fundamental course focused on the conceptual, technical and historical aspects of three dimensional design and related fields such as: sculpture, architecture and industrial design. Development of personal artistic expression and visual perception through the use of various media such as plaster, paper, wood, clay, metal, etc. Introduction to the design elements and principles as they relate to space and form in visual art and design will be studied. (C-ID: ARTS 101) ADVISORY: English 250 and English 260.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. student will demonstrate the ability to conceptualize and develop ideas that pertain to fields related to fundamental spatial design such as: industrial design, sculpture and architecture as well as contextualize content included in their projects.

Measure of assessment: Projects, sketchbooks, discussions, and slide presentations.

Year assessed, or planned year of assessment: 2019

2. Student will design and build basic three dimensional projects using the elements and principals of design.

Measure of assessment: Project, Critique.

Year assessed, or planned year of assessment: 2018

3. Student will recognize the various properties of different types of mediums/materials and apply them to a concept.

Measure of assessment: Critiques, Discussions, Sketchbooks, Projects.

Year assessed, or planned year of assessment: 2020

4. Student will demonstrate skills needed in the critical analysis of their own work for both emotional and intellectual levels.

Measure of assessment: critique of projects and written entries in dossier type portfolio

Year assessed, or planned year of assessment: 2018

5. Student will demonstrate knowledge of three-dimensional design terms and apply them to their own work.

Measure of assessment: written exam and written entries in dossier type portfolio

Year assessed, or planned year of assessment: 2018

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 02/27/2017

6 Hours

week 1: Studio orientation and safe studio practices lecture. Introduction to course including: vocabulary involved with the elements and principals of design, idea development, and how to document work. Students will design first project using, photographs, thumbnail sketches, maquettes, tools, and materials. All projects require gathering of images and materials out side of class. Extra studio work out side of regular class time is required to complete work, as needed by students.

6 Hours

week 2: Critique and documentation of thumbnail sketches and wire maquettes. First critique emphasizes how closely a student follows instructions, and comparisons between 2-D and 3-D issues. Power tool for simple wood fabrication demonstration and safety lecture. Students build wooden supports for "Form and Structure" project.

6 Hours

week 3: "Form and Structure" modeling with malleable materials vs fabricating. Introduction to oil clay, wood, paper, tape and cloth or combinations of these. Produce maquettes in various materials.

6 Hours

week 4: Conclusion to "Form and Structure" project. Critique and documentation of maquettes made from four different materials emphasis on investigation of materials.

6 Hours

week 5: Introduction to "Multiples and Solid Forms" project. The project emphasizes mold making, casting, and subtractive processes to produce multiples or unique versions of forms.

6 Hours

week 6: Construction of “Multiples and Solid Forms” project. Students sculpt clay patterns, make a plaster piece mold of the clay pattern, make at least 2 to 3 castings from the mold from plaster and other materials. Then one casting must be carved to look very different from its original form and one must be chromatic.

6 Hours

week 7: Conclusion and documentation of “Multiples and Solid Forms” project. This critique emphasizes the students experiences and experimentation with processes employed over the duration of this project.

6 Hours

week 8: Introduction to “Recycled Materials”. This project emphasizes developing a design influenced by the work of a contemporary three dimensional designer, (i.e. sculptor, architect, furniture designer). Students begin this project by researching the career and work of the designer and writing a one page illustrated paper about this. Then the student develops a maquette of the final work to be fabricated.

6 Hours

week 9: Construction of “Recycled Materials” project. Students cut, weave, and staple a half life-sized form made primarily from corrugated cardboard.

6 Hours

week 10: Conclusion, documentation and critique of “Recycled Materials” project. Critique emphasis on how well the form supersedes the materials and how the work relates to the artist studied.

6 Hours

week 11: Introduction to and construction of “Light and Movement Project”: This project emphasizes issues in kinetic art such as: sequence, time, light projections, mechanics, motors and electric components in 3-D design.

6 Hours

week 12: Construction of “Light and Movement” project. Students may opt to work in teams to design and build this piece. Students have to devise methods of making their designs move and involve light..

6 Hours

week 13: Conclusion, documentation and critique of “Light and Movement” project. This critique includes, student presentations of kinetic works. It emphasizes inventiveness, aesthetics, and to what level light and movement are an integral part of the design.

6 Hours

week 14: Students are assigned to groups and ask to develop and to submit proposals for a “Site-Specific” class project. This requires the students to collaborate on: discussions, design ideas, research, and site plans.

6 Hours

week 15: Construction of site-specific group project. During this phase of the project students must consider the environmental conditions of the site, (i.e. weather, foot traffic, etc.), how to coordinate with each other as a group how to install the work, and how to return the site as they found it.

6 Hours

week 16: Conclusion, installation, documentation, critique and removal of “Site-Specific” project. This must happen with in the time of one class session.

6 Hours

week 17: Portfolios and final exam. Portfolios include: a cover letter addressing students ideas about the course, (i.e. What they got out of the course, how they compiled the documentation for their portfolio, or any critique they may have of the course.) a table of contents, and photo copies of sketches, models and finished designs. The final written exam is primarily concerned with the vocabulary of 3-dimensional design.

#### **METHODS OF INSTRUCTION:**

Lecture, video, cd/dvd, computer presentations, internet, examples, demonstrations, lab, critiques, exercises and projects

#### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Other: paper and cover letter as part of other projects If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason Course primarily involves skill demonstration or problem solving

Problem-solving assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 60 % Other: art projects

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Performance Exams

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Multiple Choice True/False Matching Items Completion

Other methods of evaluation

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Portfolios / Dossiers

#### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 36

Assignment Description: Research, sketchbook, reading

#### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Mary Stewart. Launching the Imagination. McGraw Hill,2014.

ISBN: ISBN-13 978-0073379302

Reading Level of Text, Grade: Reading level of text: 13+ grade Verified by: Verified by:Steve Davis

#### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 200570

CSU GE:

CSU C1, effective 200570

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200570

UC TRANSFER:

Transferable UC, effective 200570

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ART

CSU Crosswalk Course Number: 13

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000121656

Sports/Physical Education Course: N

Taxonomy of Program: 100900