

Course Outline

COURSE: ART 2A DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018 CURRICULUM APPROVAL DATE: 03/12/2018

SHORT TITLE: DESIGN

LONG TITLE: Two-Dimensional Design

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

COURSE DESCRIPTION:

An introduction to the basic elements and principles of two-dimensional design. Lettering and graphics applications of design are included. Traditional and experimental materials and techniques are applied to a variety of individual projects and exercises. (C-ID: ARTS 100)

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
- 047 - Laboratory - LEH 0.7

STUDENT LEARNING OUTCOMES:

1. Create graphics and artworks utilizing compositional considerations, and design elements and principles such as: line, shape, volume, balance, emphasis economy, variety, repetition, rhythm, space, texture, value, and color.

Measure: Measure: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed or anticipated year of assessment: 2016

2. Create a visual design utilizing the schemes and harmonies of color.

Measure: Measure: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed or anticipated year of assessment: 2016

3. Create lettering utilizing typographic elements and principles.

Measure: Measure: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed or anticipated year of assessment: 2016

4. Create a visual design that expresses a message utilizing ideas and meaning with visual content.

Measure: Measure: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed or anticipated year of assessment: 2016

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

Curriculum Approval Date: 03/12/2018

WEEK 1 6 HOURS

LECTURE: Introduction to Two Dimensional Design. Isolating elements in design. Definitions and comparisons of fine art and applied art and design. Getting started in the creative process. Introduction to 2-D design tools and materials. Description and demonstration of picture plane, format, figure ground relationships, flat space, figure ground reversal, spontaneous interaction, viewing angles, viewing depth, and conveying ideas. **LAB:** Exercises utilizing two dimensional design tools and materials. Exercises creating designs that explore picture plane, format, figure ground relationships, flat space, figure ground

reversal, spontaneous interaction, angles, depth, and visual ideas. **OUT**

OF CLASS ASSIGNMENTS: Create a design project that incorporates the use of picture plane, format, figure ground relationships, flat space,

figure ground reversal, spontaneous interaction, angles, depth, and

ideas based on a selected theme. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design elements and apply them to create a design project exploring picture plane, use of format, figure ground relationships, flat space, spontaneous interaction, angles, and depth. Students research and express a theme within their design project. Students develop and implement a visual message into design project.

WEEK 2 6 HOURS

LECTURE: Describe and demonstrate the element repetition. Describe the repetition design project. Show examples of student work, CD/DVD

images, video, slides, textbook, and design artifacts that have repetition. Demonstrate the use of design tools and materials that are useful in creating a repetition design. Describe particular design problems associated with repetition. Demonstrate ways to correct for repetition design problems. **LAB:** Work on exercises and design project utilizing repetition. Critique and discussion of student designs. **OUT**

OF CLASS ASSIGNMENTS: Work on preliminary sketches for repetition design project. Continue working on a design project that incorporates the use of repetition. Reading assignment from textbook and/or handouts

that addresses repetition. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design element repetition. Students apply repetition to

create a design project that explores that element. Students learn to use design tools and materials in a way that demonstrates repetition.

WEEK 3 6 HOURS

LECTURE: Describe and demonstrate the element variety. Describe the variety design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have variety.

Demonstrate the use of design tools and materials that are useful in creating a variety design. Describe particular design problems

associated with variety. Demonstrate ways to correct for variety design problems. Explain Research Paper. LAB: Work on exercises and design project utilizing variety. Critique and discussion of student designs.

OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for variety design project. Continue working on a design project that incorporates

the use of variety. Reading assignment from textbook and/or handouts

that addresses variety. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design element variety. Students apply variety to create a

design project that explores that element. Students learn to use design tools and materials in a way that demonstrates variety.

WEEK 4 6 HOURS

LECTURE: Describe and demonstrate the element balance. Describe the balance design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have balance. Demonstrate the use of design tools and materials that are useful in creating a balance design. Describe particular design problems

associated with balance. Demonstrate ways to correct for balance design problems. LAB: Work on exercises and design project utilizing balance. Critique and discussion of student designs. **OUT OF CLASS**

ASSIGNMENTS: Work on preliminary sketches for balance design project. Continue

working on a design project that incorporates the use of balance. Reading assignment from textbook and/or handouts that addresses

balance. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design element balance. Students apply balance to create a design project

that explores that element. Students learn to use design tools and materials in a way that demonstrates balance

WEEK 5 6 HOURS

LECTURE: Describe and demonstrate the element emphasis. Describe the emphasis design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have emphasis. Demonstrate the use of design tools and materials that are useful in

creating an emphasis design. Describe particular design problems associated with emphasis. Demonstrate ways to correct for emphasis design problems. LAB: Work on exercises and design project utilizing emphasis. Critique and discussion of student designs. **OUT OF CLASS**

ASSIGNMENTS: Work on preliminary sketches for emphasis design project. Continue working on a design project that incorporates the use of

emphasis. Reading assignment from textbook and/or handouts that addresses emphasis. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design element

emphasis. Students apply emphasis to create a

design project that explores that element. Students learn to use design tools and materials in a way that demonstrates emphasis.

WEEK 6 6 HOURS

LECTURE: Describe and demonstrate the element economy. Describe the economy design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have economy. Demonstrate the use of design tools and materials that are useful in

creating an economy design. Describe particular design problems

associated with economy. Demonstrate ways to correct for economy design problems. LAB: Work on exercises and design project utilizing economy. Critique and discussion of student designs. **OUT OF CLASS**

ASSIGNMENTS: Work on preliminary sketches for economy design project. Continue

working on a design project that incorporates the use of economy. Reading assignment from textbook and/or handouts that addresses

economy. **STUDENT PERFORMANCE OBJECTIVES :** Students analyze the design element economy. Students apply economy to create a design project

that explores that element. Students learn to use design tools and materials in a way that demonstrates economy.

WEEK 7 6 HOURS

LECTURE: Describe and demonstrate the element line. Describe the line design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have line. Demonstrate the use of design tools and materials that are useful in creating a line design. Describe particular design problems associated with line. Demonstrate ways to correct for line design problems. LAB: Work on exercises and design project utilizing line. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for line design project. Continue working on a design project that incorporates the use of line. Reading assignment from textbook

and/or handouts that addresses line. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design element line. Students apply line to

create a design project that explores that element. Students learn to use design tools and materials in a way that demonstrates line.

WEEK 8 6 HOURS

LECTURE: Describe and demonstrate the element shape. Describe the shape design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have shape. Demonstrate the use of design tools and materials that are useful in creating a shape design. Describe particular design problems associated

with shape. Demonstrate ways to correct for shape design problems. LAB: Work on exercises and design project utilizing shape. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for shape design project. Continue working on a design project that incorporates the use of shape. Reading assignment

from textbook and/or handouts that addresses shape. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design element shape. Students

apply shape to create a design project that explores that element. Students learn to use design tools and materials in a way that demonstrates shape.

WEEK 9 6 HOURS

LECTURE: Describe and demonstrate the element space. Describe the space design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have space. Demonstrate the use of design tools and materials that are useful in creating a space design. Describe particular design problems associated with space. Demonstrate ways to correct for spatial design problems.

Midterm Written Exam and Portfolio Review LAB: Work on exercises and design project utilizing space. Critique and discussion of student

designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for spatial design project. Continue working on a design project that

incorporates the use of space. Reading assignment from textbook and/or handouts that addresses space. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design element space. Students apply space to

create a design project that explores that element. Students learn to use design tools and materials in a way that demonstrates space.

WEEK 10 6 HOURS

LECTURE: Describe and demonstrate the element texture. Describe the texture design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have texture. Demonstrate the use of design tools and materials that are useful in creating a texture design. Describe particular design problems

associated with texture. Demonstrate ways to correct for texture design problems. LAB: Work on exercises and design project utilizing texture. Critique and discussion of student designs. OUT OF CLASS

ASSIGNMENTS: Work on preliminary sketches for texture design project. Continue

working on a design project that incorporates the use of texture. Reading assignment from textbook and/or handouts that addresses

texture. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design element texture. Students apply texture to create a design project

that explores that element. Students learn to use design tools and materials in a way that demonstrates texture.

WEEK 11 6 HOURS

LECTURE: Describe and demonstrate the element value. Describe the value design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have value scale. Demonstrate the use of design tools and materials that are useful in creating a value design. Describe particular design problems associated with value. Demonstrate ways to correct for value design problems. LAB: Work on exercises and design project utilizing value. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for value design project. Continue working on a design project that incorporates the use of value. Reading assignment

from textbook and/or handouts that addresses value. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design element value. Students

apply value to create a design project that explores that element. Students learn to use design tools and materials in a way that demonstrates value.

WEEK 12 6 HOURS

LECTURE: Describe and demonstrate the color wheel. Describe the color wheel design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have color wheel correlations. Demonstrate the use of design tools and materials that

are useful in creating a color wheel design. Describe particular design problems associated with color wheels. Demonstrate ways to correct for color wheel design problems. LAB: Work on color exercises and color wheel design project. Critique and discussion of student designs. OUT

OF CLASS ASSIGNMENTS: Work on preliminary sketches for color wheel design project. Continue working on a design project that incorporates

the use of a color wheel. Reading assignment from textbook and/or handouts that addresses color theory and color wheels. STUDENT PERFORMANCE OBJECTIVES : Students analyze the design color wheel. Students apply color theory to create a design project that explores

the color wheel. Students learn to use design tools and materials in a way that demonstrates skill in creating a color wheel.

WEEK 13 6 HOURS

LECTURE: Describe and demonstrate color schemes and harmonies. Describe the color schemes and harmonies design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that illustrate color schemes and harmonies. Demonstrate the

use of design tools and materials that are useful in creating color

schemes and harmonies. Describe particular design problems associated with color schemes and harmonies. Demonstrate ways to correct for color schemes and harmonies design problems. LAB: Work on exercises and color schemes and harmonies design project. Critique and discussion of

student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for color schemes and harmonies design project. Continue working on a

color schemes and harmonies design project. Reading assignment from textbook and/or handouts that addresses color schemes and harmonies. STUDENT PERFORMANCE OBJECTIVES : Students analyze the color schemes and harmonies. Students apply color schemes and harmonies to create a design project. Students learn to use design tools and materials in a way that demonstrates a variety of color schemes and harmonies.

WEEK 14 6 HOURS

LECTURE: Describe and demonstrate the psychology of color. Describe the psychology of color design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have illustrate the psychology of color. Demonstrate the use of design tools and materials that are useful in creating a psychology of color design. Describe particular design problems associated with the psychology of color. Demonstrate ways to correct for psychology of color design problems. LAB: Work on exercises and design project utilizing the psychology of color. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for the psychology of color design project. Continue working on a design project that

incorporates the use of the psychology of color. Reading assignment from textbook and/or handouts that addresses the psychology of color.

STUDENT PERFORMANCE OBJECTIVES : Students analyze the psychology of color. Students apply psychology of color to create a design project.

Students learn to use design tools and materials in a way that demonstrates the psychology of color.

WEEK 15 6 HOURS

LECTURE: Describe and demonstrate color values and contrasts. Describe the color values and contrast design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that

have a variety of color values and contrast. Demonstrate the use of design tools and materials that are useful in creating a color values and contrast design. Describe particular design problems associated with color values and contrast. Demonstrate ways to correct for color

values and contrast design problems. LAB: Work on exercises and design project utilizing color values and contrast. Critique and discussion of

student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for color values and contrast design project. Continue working on a

design project that incorporates the use of color values and contrast. Reading assignment from textbook and/or handouts that addresses color

values and contrast. STUDENT PERFORMANCE OBJECTIVES : Students analyze color values and contrast. Students apply variety to create a design

project that explores color values and contrast. Students learn to use design tools and materials in a way that demonstrates color values and contrast.

WEEK 16 6 HOURS

LECTURE: Describe and demonstrate lettering and typography. Describe the lettering and typography design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have lettering and typography. Demonstrate the use of design tools and materials that are useful in creating a lettering and typography

design. Describe particular design problems associated with lettering and typography. Demonstrate ways to correct for lettering and

typography design problems. LAB: Work on exercises and design project utilizing lettering and typography. Critique and discussion of student

designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for lettering and typography design project. Continue working on a design project that incorporates the use of lettering and typography. Reading assignment from textbook and/or handouts that addresses lettering and

typography. STUDENT PERFORMANCE OBJECTIVES : Students analyze the lettering and typography design. Students apply lettering and typography to create a graphic design project. Students learn to use design tools and materials in a way that demonstrates lettering and typography.

WEEK 17 6 HOURS

LECTURE: Describe and demonstrate non-traditional experimental design. Describe the experimental design project. Show examples of student

work, CD/DVD images, video, slides, textbook, and design artifacts that are experimental. Demonstrate the use of design tools and materials that are useful in creating an experimental design. Describe particular

design problems associated with experimentation. Demonstrate ways to correct for experimental design problems. LAB: Work on exercises and design project utilizing experimentation. Critique and discussion of

student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for experimental design project. Continue working on a design project

that incorporates the use of experimentation. Reading assignment from textbook and/or handouts that addresses experimental design. STUDENT PERFORMANCE OBJECTIVES : Students analyze

experimental design. Students apply experimentation to create a design project. Students learn to use design tools and materials in a way that demonstrates experimentation.

WEEK 18 2 HOURS Final Written Exam and Final Portfolio Review

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 42

Assignment Description: Student will engage in the creative process to create design projects related to design elements and principles.

Required Outside Hours: 15

Assignment Description: Students will read and study from the required text and assigned articles.

Required Outside Hours: 15

Assignment Description: Students will write weekly reading summaries.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Writing assignments: 20% - 40% Written homework Essay exams Term papers Other: Studio Journal entries & notes for ea. design proj

Problem-solving assignments

Percent of total grade: 20.00 %

Problem-solving demonstrations: 20% - 40% Other: Design work.

Skill demonstrations

Percent of total grade: 10.00 %

Skill demonstrations: 10% - 20% Class performance Field work Other: Critique & Discussion, sketchbook work.

Other methods of evaluation

Finished cumulative portfolio of design projects and sketches.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Lauer / Pentak. Design Basics, 8th edition. Boston, Ma, U.S.A.: Wadsworth Cengage, 2012.

ISBN: ISBN: 1-111-35398-0

Reading Level of Text, Grade: Reading level of text, Grade: 13+ college level Verified by: Verified by: Coleman Liau index, Fry's readability graph, Flesch Kincaid Grade Level, ARI (Automated Readability Index), SMOG

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 200530

CSU GE:

CSU C1, effective 200530

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Transferable UC, effective 200530

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable
Special Class Status: N
CAN: ART14
CAN Sequence: XXXXXXXX
CSU Crosswalk Course Department: ART
CSU Crosswalk Course Number: 2A
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: CCC000303341
Sports/Physical Education Course: N
Taxonomy of Program: 100200