GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ART 13 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2021 CURRICULUM APPROVAL DATE: 12/8/2020

SHORT TITLE: 3-D DESIGN

LONG TITLE: Three-Dimensional Design

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours/Units
3	18	Lecture:	2	36 / 2 Units of Lecture
		Lab:	4	72 / 1 Units of Lab
		Other:	0	0
		Total:	6	108

Out of Class Hrs:	72.00
Total Learning Hrs:	180.00

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.

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
05 - Hybrid
71 - Dist. Ed Internet Simultaneous
72 - Dist. Ed Internet Delayed
73 - Dist. Ed Internet Delayed LAB
737 - Dist. Ed Internet LAB-LEH 0.7

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 entry’s in dossier type portfolio

Year assessed, or planned year of assessment: 2018

COURSE CONTENT:

Curriculum Approval Date: 12/8/2020

DE MODIFICATION ONLY

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.

COURSE CONTENT(CONTINUED):

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:
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

GAV GE:

GAV C1
GAV Area 3

CSU GE:

CSU C1

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
Prior to College Level: Y
Non Credit Enhanced Funding: N
C-ID: ARTS 101
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Course Control Number: CCC000589282
Sports/Physical Education Course: N
Taxonomy of Program: 100100
CIP: