

Course: ART 2B

Division: 10

Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: FORM AND COLOR

Full Title: Form and Color

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 2	3	17.34	Lecture: 34.68
Lab: 4			Lab: 69.36
Other: 0			Other: 0
Total: 6			Total: 104.04

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
P - Pass/No Pass

Repeatability: Repeatability: R - Course may be repeated
Maximum of 2 times, 100 credit hours

Schedule Types: 02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity

Course Description:

An introduction to theories and applications of form and color in visual art and design. Two-dimensional and three-dimensional projects are developed in a variety of media. May be repeated once for credit. This course has the option of a letter grade or pass/no pass.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 200630

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Transferable UC, effective 200630

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Create graphics and artworks using color and three dimensional form design elements and principles such as: line, shape, volume, balance, emphasis, economy, variety, repetition, rhythm, space, texture, value, and color.

ILO: 1,7,5,2,6,4

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

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

ILO: 1,7,5,2,6,4

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

3. Create lettering utilizing typographic elements and principles.

ILO: 1,7,5,2,6,4

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

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

ILO: 1,7,5,2,6,4

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

5. Create a complex color visual design that expresses a message utilizing ideas and meaning and psychological impact that expresses visual content.

ILO: 1,7,5,2,6,4

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

999999

TOPICS AND SCOPE:

Inactive Course: 12/08/2008

WEEK 1 6 HOURS

LECTURE: Introduction to Form and Color Design. Isolating elements in design. Definitions and comparisons of fine art and applied art and design. Getting started in the creative process. Introduction to 3-D and color design tools and materials. Description and demonstration of pictureplane, format, figure ground relationships, flat space, figure ground reversal, spontaneous interaction, viewing angles, viewing depth, and conveying ideas.

LAB: Exercises utilizing three 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 3-d design project that incorporates the use of pictureplane, 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 3-d 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 3-d 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 3-d project utilizing repetition. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for repetition 3-d design project.

Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates repetition.

WEEK 3 6 HOURS

LECTURE: Describe and demonstrate the element variety. Describe the 3-d variety design project. Show examples of student work, CD/DVD images, video, slides, textbook, and design artifacts that have variety. Demonstrate the use of 3-d design tools and materials that are useful in creating a 3-d variety design. Describe particular 3-d design problems associated with variety. Demonstrate ways to correct for 3-d variety design problems. Explain Research Paper.

LAB: Work on exercises and 3-d design project utilizing variety. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for 3-d 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 3-d design element variety. Students apply variety to create a 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates variety.

WEEK 4 6 HOURS

LECTURE: Describe and demonstrate the element balance. Describe the 3-d balance design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have balance. Demonstrate the use of 3-d design tools and materials that are useful in creating a balance design. Describe particular 3-d design problems associated with balance. Demonstrate ways to correct for 3-d balance design problems.

LAB: Work on exercises and 3-d design project utilizing balance.

Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for 3-d balance design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates balance.

WEEK 5 6 HOURS

LECTURE: Describe and demonstrate the element emphasis. Describe the 3-d emphasis design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have emphasis. Demonstrate the use of 3-d design tools and materials that are useful in creating a emphasis design. Describe particular 3-d design problems associated with emphasis. Demonstrate ways to correct for 3-d emphasis design problems.

LAB: Work on exercises and 3-d design project utilizing emphasis. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for 3-d emphasis design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates emphasis.

WEEK 6 6 HOURS

LECTURE: Describe and demonstrate the element economy. Describe the 3-d economy design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have economy. Demonstrate the use of 3-d design tools and materials that are useful in creating a economy design. Describe particular 3-d design problems associated with economy. Demonstrate ways to correct for 3-d economy design problems.

LAB: Work on exercises and 3-d design project utilizing economy. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for 3-d economy design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates economy.

WEEK 7 6 HOURS

LECTURE: Describe and demonstrate the element line. Describe the 3-d line design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have line. Demonstrate the use of 3-d design tools and materials that are useful in creating a line design. Describe particular 3-d design problems associated with line. Demonstrate ways to correct for 3-d line design problems.

LAB: Work on exercises and 3-d design project utilizing line. Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:** Work on preliminary sketches for 3-d line design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates line.

WEEK 8 6 HOURS

LECTURE: Describe and demonstrate the element shape. Describe the 3-d shape design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have shape. Demonstrate the use of 3-d design tools and materials that are useful in creating a shape design. Describe particular 3-d design problems associated with shape. Demonstrate ways to correct for 3-d shape design problems.

LAB: Work on exercises and 3-d design project utilizing shape.

Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS:

Work on preliminary sketches for 3-d shape design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates shape.

WEEK 9 6 HOURS

LECTURE: Describe and demonstrate the element space. Describe the 3-d space design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have space.

Demonstrate the use of 3-d design tools and materials that are useful in creating a space design. Describe particular 3-d design problems associated with space. Demonstrate ways to correct for 3-d spatial design problems. Midterm Written Exam and Portfolio Review

LAB: Work on exercises and 3-d design project utilizing space.

Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS:

Work on preliminary sketches for 3-d spatial design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates space.

WEEK 10 6 HOURS

LECTURE: Describe and demonstrate the element texture. Describe the 3-d texture design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have texture. Demonstrate the use of 3-d design tools and materials that are useful in creating a texture design. Describe particular 3-d design problems associated with texture. Demonstrate ways to correct for 3-d texture design problems.

LAB: Work on exercises and 3-d design project utilizing texture.

Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS:

Work on preliminary sketches for 3-d texture design project. Continue working on a 3-d 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 3-d design project that explores that element. Students learn to use 3-d design tools and materials in a way that demonstrates texture.

WEEK 11 6 HOURS

LECTURE: Describe and demonstrate the element value. Describe the 3-d value design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have value scale. Demonstrate the use of 3-d design tools and materials that are useful in creating a value design. Describe particular 3-d design problems associated with value. Demonstrate ways to correct for 3-d value design problems.

LAB: Work on exercises and 3-d design project utilizing value.

Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:**

Work on preliminary sketches for 3-d value design project. Continue working on a 3-d design project that incorporates the use of value.

Reading assignment from textbook and/or handouts that addresses value.

STUDENT PERFORMANCE OBJECTIVES: Students analyze the 3-d design element value. Students apply value to create a 3-d design project that explores that element. Students learn to use 3-d 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 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have color wheel correlations. Demonstrate the use of 3-d design tools and materials that are useful in creating a color wheel design. Describe particular design problems associated with 3-d color wheels.

Demonstrate ways to correct for 3-d color wheel design problems.

LAB: Work on color exercises and 3-d color wheel design project.

Critique and discussion of student designs. **OUT OF CLASS ASSIGNMENTS:**

Work on preliminary sketches for 3-d color wheel design project.

Continue working on a 3-d 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 3-d design project that explores the color wheel. Students learn to use 3-d 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 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that illustrate color schemes and harmonies.

Demonstrate the use of 3-d design tools and materials that are useful in creating color schemes and harmonies. Describe particular 3-d design problems associated with color schemes and harmonies. Demonstrate ways to correct for color schemes and harmonies 3-d design problems.

LAB: Work on exercises and color schemes and harmonies 3-d design project.

Critique and discussion of student designs. **OUT OF CLASS**

ASSIGNMENTS: Work on preliminary sketches for color schemes and harmonies 3-d design project. Continue working on a color schemes and harmonies 3-d 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 3-d design project. Students learn to use 3-d 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 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have illustrate the psychology of color. Demonstrate the use of 3-d design tools and materials that are useful in creating a psychology of color design. Describe particular 3-d design problems associated with the psychology of color. Demonstrate ways to correct for psychology of color 3-d design problems.

LAB: Work on exercises and 3-d 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 3-d design project. Continue working on a 3-d 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 3-d design project. Students learn to use 3-d 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 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have a variety of color values and contrast. Demonstrate the use of 3-d design tools and materials that are useful in creating a color values and contrast design. Describe particular 3-d design problems associated with color values and contrast. Demonstrate ways to correct for color values and contrast 3-d design problems.

LAB: Work on exercises and 3-d 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 3-d design project. Continue working on a 3-d 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 3-d design project that explores color values and contrast. Students learn to use 3-d 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 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that have lettering and typography. Demonstrate the use of 3-d design tools and materials that are useful in creating a lettering and typography design. Describe particular 3-d design problems associated with lettering and typography. Demonstrate ways to correct for lettering and typography 3-d design problems.

LAB: Work on exercises and 3-d design project utilizing lettering and typography. Critique and discussion of student designs. **OUT OF CLASS**

ASSIGNMENTS: Work on preliminary sketches for lettering and typography 3-d design project. Continue working on a 3-d 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 3-d design. Students apply lettering and typography to

create a 3-d graphic design project. Students learn to use 3-d design tools and materials in a way that demonstrates lettering and typography.

WEEK 17 6 HOURS

LECTURE: Describe and demonstrate non-traditional experimental 3-d design. Describe the experimental 3-d design project. Show examples of student work, CD/DVD images, video, slides, textbook, and 3-d design artifacts that are experimental. Demonstrate the use of design tools and materials that are useful in creating an experimental 3-d design. Describe particular 3-d design problems associated with experimentation. Demonstrate ways to correct for experimental 3-d design problems.

LAB: Work on exercises and 3-d design project utilizing experimentation. Critique and discussion of student designs. OUT OF CLASS ASSIGNMENTS: Work on preliminary sketches for experimental 3-d design project. Continue working on a 3-d 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 3-d design project. Students learn to use 3-d 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.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

Other: Studio journal entries and notes for project(s)

The problem-solving assignments required:

Other: 3-d and color design work

The types of skill demonstrations required:

Class performance

Field work

Other: Critique and Discussion, sketchbook work, 3-d work

The types of objective examinations used in the course:

None

Other category:

Finished cumulative portfolio of 3-d and color design projects and sketches.

The basis for assigning students grades in the course:

Writing assignments: 20% - 40%

Problem-solving demonstrations: 20% - 40%

Skill demonstrations: 10% - 20%

Objective examinations: 0% - 0%

Other methods of evaluation: 20% - 40%

REPRESENTATIVE TEXTBOOKS:

^uColor^s, by Paul Zelanski and Mary Pat Fisher, Prentice Hall, 1996 or other appropriate College equivalent text.

Reading level of text: 13+ grade level. Verified by: Prentice Hall

Other Materials Required to be Purchased by the Student: tempera paint,

acrylic paint, french curves, rulers, compass, scissors, artists tape, indian ink, flat and round brushes, rubber cement, tracing paper, bristol board, drawing sketch pad, water color, colored pencils, drawing pencils, pencil sharpener, exacto blade, micro felt tip art pens.

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ART

CSU Crosswalk Course Number: 2B

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: CCC000325604

Sports/Physical Education Course: N

Taxonomy of Program: 100900