

Revised: Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016

Art 131 Design I

COURSE OUTLINE

Prerequisites: None

Course Description:

Explores the concepts of two- and three-dimensional design and color. May include field trips as required. Part I of II.

Semester Credits: 3 Lecture 1-2 hours Studio Hours: 4 hours

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Course Outcomes:

At the completion of this course, the student should be able to:

- The student will be able to use a variety of approaches, techniques, processes and concepts as they relate to the field of design.
- Develop and broaden the students understanding in creating design projects by completing specific projects using various media.
- Be able to complete projects in a competent and skilled manner.
- Gain strong knowledge in the fundamental area of basic design.
- Develop academic skills that involved reading assignments, class notes and tests.
- Learn the visual language and vocabulary of design.
- Demonstrate the ability to think about design as it relates to art as a tool for communication.
- Learn to think critically.

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Required Materials:

- Notebook for taking notes
- 2B, 4B, 6B (soft) pencils
- Magic rub
- Kneaded erasers
- 18" stainless steel metal ruler
- 14" X 17" (buy 2 pads) Bristol board 300 series vellum
- 12" X 18" black & gray construction paper - gray scale pad
- X-acto knife or utility knife
- Scissors
- Rubber cement with brush attached to lid
- Glue stick or craft glue
- Brushes:
 - Square ended (flat) soft synthetic brush 1/2", 1"
 - Round soft synthetic brushes (various sizes) #2, #6
- Palette with compartments
- Clean container for water
- Paper towels
- Tackle box for carrying materials
- **Winsor & Newton Designers Gouache** .47 fl. oz. tubes: ivory black, permanent white
- Black markers & Micron pens (various sizes)

Textbook: (Required)

Art Fundamentals: Theory and Practice, 12th Edition, Ocvirk, Stinson, Wigg, Bone, Cayton.
McGraw-Hill Publishing, ISBN: 978-0-073-37927-2.

This book is **required** and will be used for Design Art 131 I and Art 132 Design II.

Required Chapters:

Chapter One: Introduction

Chapter Two: Form

Chapter Three: Line

Chapter Four: Shape

Chapter Five: Value

Chapter Six: Texture

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Topical Description:

**All Projects include an emphasis on conceptualization
thumbnails and presentation**

Project # 1 Line Coloring Book Pages

Students design a coloring book page that reduces a more complicated image (drawing, design, photo) into a line drawing. The pages can then be copied and bound into a book and used as an introduction to the value project.

Project # 2 Shape Decorative Border or Calligraphic Stroke Cut-Out

Students are provided a selection of ornate borders or calligraphic strokes. The elements of these patterns are enlarged and recreated with construction paper and Bristol board. Working with black shapes on a white background to create a composition that explores both paste-up skills and negative space.

Project # 3 Construction Paper Collage

The instructor can choose the source material (it can be another artist's work or a design by the student his/herself), but the student must convert a pre-existing line drawing or painting containing a variety of shapes and lines into a black and white collage using at least five values of grays.

Project # 4 Gouache Value Scale

The student will paint 13 value swatches ranging from 100% white to 100% black. Each swatch must be consistent and smooth. Each swatch is then cut into a 2" X 2" square. The 13 swatches are then mounted in a transitional line on 10" X 30" sheet of white Bristol board.

Project # 5 Gouache Painting of a Masterwork

The student can choose a color painting, print or collage by Matisse, Hokusai, or Lichtenstein. The student must decide how the painting will best fit on a 15" X 20" sheet of black presentation board while allowing a 1.5" to 2" border at its widest point (piece may be either vertical or horizontal). The student then recreates the painting at that size converting the color relations into black and white value relations (eventually the students can be told that making a black and white scan or photocopy will help, but see if they can figure this out on their own).

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Project # 6 Gridded and Textured Self-Portrait

Students must have a photograph of themselves enlarged to 11" X 14" photocopy. The photo is to be gridded off into .5" squares (22 horizontally labeled A-V, 28 vertically labeled 1-28). The student then creates the same grid on a 14" X 17" sheet of black Canson paper and transfers the drawing one square at a time using gouache and other white media (china marker, gel pen, Prismacolor pencil, etc.). The finished piece is then mounted on 15" X 20" black presentation board.

Project # 7 Personal Symbol

Students will complete up to three 10" X 10" design/drawings in black and white ink and/or gouache on Bristol board. One is a tattoo, one is a montage of people, places, and things that are important to them, and one is a corporate style logo. All require research into the tradition of the design, copies, thumb nailing, and a written explanation of their design process.

Project # 8 Visual Definitions

Students are presented with three words (Aggressive, Timid, Balance, etc.). They must visually define these words first nonobjectively, and then using only the letters of the words as visual elements rather than words.

Project # 9 Warning Signs

Students must rethink the traditional skull and crossbones (which the New York Times has declared "no longer scary") and produce new symbols to define the words poison, corrosive, and danger. The designs should be black ink/gouache on white Bristol board and measure 8" X 8".

Project # 10 3-D Mobile

Students research Alexander Calder. Students choose their own subject and then design their own mobile (there is not a specific size, but mobiles cannot be tiny). Mobiles must balance and move properly and must be made using construction paper, gouache, glue, Bristol board and foam core (students cannot use manufactured shapes and pieces). Students are responsible for designing the hanging device as well as they will be hung for presentation during class critique.

Project # 11 Mobile Box

Find and/or make a box that will contain your mobile and design decorative patterns that express something about the contents. Apply this decoration to the box and place the mobile inside for presentation.

