

**ART STUDIO 103
FUNDAMENTALS OF ART**

BULLETIN INFORMATION

ARTS 103 - Fundamentals of Art

Course Description:

Introduction to visual thinking and principles of two-dimensional design

SAMPLE COURSE OVERVIEW

ARTS 103, Fundamentals of Art, specializes in the basics of visual communication through the introduction of 2-D design elements and principles. ARTS 103 will introduce basic, visual art vocabulary and cover essential two-dimensional design concepts. Upon completion of this course, students will be able to create unique works of two-dimensional art. Students will be introduced to formal hands on design strategies, and concepts used to transform the picture plane into a dynamic visual communication format. There will be an engagement of a wide variety of media in the form of hands-on exercises. These multi-layered problem-solving projects will provide a fundamental knowledge of pictorial design principles and practices. There will be regularly scheduled assigned readings, topic presentations, material demonstrations, and project critiques. These activities will be structured to increase students' understanding of basic vocabulary and to develop each student's critical thinking. Successful completion of ARTS 103 requires several hours of work per week outside of regularly scheduled class time in order to complete long term projects (4 to 6 hours per week.) The long-term creative projects will reinforce students' classroom learning experience. By the end of this course, students will understand and be able to identify traditional design elements and to demonstrate traditional design principles through the completion of their final project portfolio.

ITEMIZED LEARNING OUTCOMES

Upon successful completion of ARTS 103, students will be able to:

1. Recognize the basic elements and principles of visual art.
2. Produce unique visual art projects.
3. Demonstrate understanding of essential visual art and design concepts.
4. Develop and demonstrate high quality craftsmanship through the creation and presentation of unique visual art projects.
5. Demonstrate understanding of basic and essential artistic vocabulary
6. Apply basic critique strategies.
7. Collaborate with classmates to share ideas in the development of each other's work.
8. Demonstrate visual creativity.
9. Demonstrate professional behavior.

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. *Launching the Imagination*, Third Edition, Mary Stewart, McGraw Hill, 2003
2. Materials List: Below is a list of materials for this class. It will be your responsibility to have required supplies and be prepared to work.
 - a. ARTS 103 supplies that will be provided for you:
 - b. X-acto knives, one knife per student
 - c. Bristol Paper
 - d. Drawing paper, 50 lb
 - e. Black Cat Ink
 - f. Matte Board one 32" x 40" sheet per student
 - g. White acrylic paint
 - h. Black acrylic paint
 - i. Conte crayon
 - j. Graphite Pencils (HB, 2B, 2H, B)
3. Other Supplies that you will need to provide:
 - a. Three Ring Notebook
 - b. Notebook Paper
 - c. Portfolio, RED WALLET 23" x 31" (\$7.39 @ www.dickblick.com) or SABLE WATER RESISTANT 23" x 31" (\$12.19 @ www.dickblick.com)
 - d. Various brushes, student grade, round and flat
 - e. Paper towels
 - f. Scissors
 - g. 30 Dixie Cups for ink
 - h. Eight Small containers with lids like "Glad" or "Tupperware"

SAMPLE ASSIGNMENTS AND/OR EXAM

1. **Four Unique Portfolio submissions:**

The aims of the course will be realized in four comprehensive portfolios. Each portfolio will have a suite of projects that have an evolutionary link based in a process of discovery, perception, interpretation, deconstruction, and re-construction.

 - a. **Portfolio #1:** Students will employ and demonstrate their understanding of the elements (line, shape, texture, and form) of two-dimensional design through the successful completion of three unique interpretive drawings and one unique perceptual drawing.
 - b. **Portfolio #2:** Students are introduced to composition strategies by the completion of two unique in class negative and positive drawings. Students create two unique negative and positive homework projects that demonstrate pleasing compositions that are aesthetically in proportion with the format.
 - c. **Portfolio #3:** Students will employ and demonstrate their understanding of abstract thinking and knowledge of the principles (proportion, unity and variety, scale, emphasis, rhythm and repetition) of design.
 - d. **Portfolio #4:** Final project portfolio, due on the final exam date and time: Students will synthesize the elements and principles in a long-term portfolio project that

employs perception, interpretation, construction, deconstruction, and reconstruction.

2. Participation in **Four Class Critiques:**

- a. All required projects are presented for the critique.
- b. Articulation of pertinent course work vocabulary.
- c. Consistent contribution to critique discussions.

3. **Quizzes:**

- a. Demonstrate understanding of core concepts and vocabulary by being able to successfully pass course quizzes.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

Week 1:

1. Introduction. The Potential of Line. Materials will be provided. Chapters 1, 3 & 4

Week 2:

1. Chapters 1, 3 & 4. Line inventory. Strathmore drawing paper. Chapters 1, 3 & 4. Paper and ink will be provided. Students need to bring brushes, white plastic erasers, graphite pencils, and charcoal pencils.
2. Four lines four times. Paper and ink will be provided. Students need to bring brushes, graphite pencils, and charcoal pencils. Chapters 1, 3, & 4.

Week 3:

1. Seeing gesture and expression. Paper and ink will be provided. Students need to bring brushes, white plastic erasers, graphite pencils, and charcoal pencils. Materials demonstration. Composition & viewfinder demonstration. Chapters 1, 3, & 4. In Line with Nature homework, phase 1.
2. Texture Inventory. Paper and ink will be provided. Students need to bring brushes, white plastic erasers, graphite pencils, and charcoal pencils. Chapters 1, 3, & 4. In Line with Nature, phase 2, assigned as partial class-work and homework.

Week 4:

1. 1st Quiz and Critique of In Line with Nature project
2. In Line with Nature project.

Week 5:

1. First portfolio due. Introduction to Negative and positive space. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes. Negative and positive space analysis and interpretation demonstration. Presentation: The drawings of Wayne Thiebaud. Chapters 1, 3, & 4.

2. Negative and positive space. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes. Negative & Positive Space homework, phase 1.

Week 6:

1. Negative & Positive Space homework, phase 2. Chapters 1, 3, & 4. Critique Negative & Positive Space homework. Chapters 1, 3, & 4.
2. Negative & Positive Space homework, phase 2.

Week 7:

1. 2nd Quiz. Second portfolio due.
2. Introduction to planar forms and At Play with Planar Forms comprehensive project. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes. Chapters 5, 6, 7, & 8.

Week 8:

1. Planar forms and At Play with Planar Forms comprehensive project. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes. Chapters 5, 6, 7, & 8. Partner collaboration and project visualization.
2. All thumbnails due at the beginning of class. Planar project workday. 1st planar assignment, Research: The power of rhythm through utilizing repetition, and opaque planar forms. 2nd planar assignment. Research: Expressing a spatial gesture through overlapping and transparent planar forms. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes. Chapters 5, 6, 7, & 8.

Week 9:

1. Planar project progress critique. Chapters 5, 6, 7, & 8. Planar Form Turning up the Heat project. India Ink & Bristol paper will be provided. Students need to bring 2H pencils, white plastic eraser, Dixie cups and brushes.
2. Planar Form Turning up the Heat project critique.

Week 10:

1. Planar project workday. Third quiz.

Week 11:

1. 3rd portfolio due. Slashing Symbols: Collage and Meaning. A variety of magazines, 18" x 24" Bristol paper, rubber cement or glue sticks, Xacto knife, variety of pencils. Chapters 13 & 14. Homework: assigned artists.

2. A Diversely Unified World. Paper and sharpie markers will be provided.

Week 12:

1. Significant Content: Perceptual Discernment. Acrylic paint and Bristol paper will be provided. Students need to bring brushes and containers for water. Chapters 13 & 14.
2. Significant Content: Perceptual Discernment. Acrylic paint and Bristol paper will be provided. Students need to bring brushes and containers for water. Chapters 13 & 14.

Week 13:

1. Significant Content: Perceptual Discernment. Acrylic paint and Bristol paper will be provided. Students need to bring brushes and containers for water. Chapters 13 & 14.
2. Significant Content: Personal Interpretation. Materials TBA. Chapters 13 & 14.

Week 14:

1. Significant Content: Deconstruction and Reconstruction. Chapters 13 & 14.
2. Significant Content: Deconstruction and Reconstruction. Chapters 13 & 14.

Week 15:

1. Significant Content: Deconstruction and Reconstruction. Chapters 13 & 14.

Week 16:

1. Significant Content: Deconstruction and Reconstruction. Chapters 13 & 14.
2. Significant Content: Deconstruction and Reconstruction. Chapters 13 & 14.

FINAL PORTFOLIO SUBMISSION: according to University exam schedule