

CUYAMACA COLLEGE
OFFICIAL COURSE OUTLINE

ART 120 – TWO-DIMENSIONAL DESIGN

2 hours lecture, 4 hours laboratory, 3 units

Catalog Description

Develops an understanding of how humans communicate with the visual language. Provides the concepts and vocabulary necessary to analyze and build designs that emphasize unity or diversity and teaches how to make and use patterns, gradients, balance, proportions, focal points, eye movements, major divisions, formats, subtractive color mixing and color harmony. This course is important for anyone who designs with an aesthetic component, i.e., drawing, painting, photography, film, video, theater, illustration, graphic design, cartooning, animation, architecture, sculpture, ceramics, jewelry design, crafts, engineering, interior design, landscape design, flower arranging, etc.

Prerequisite

None

Course Objectives

Students will be able to:

- 1) Recognize and apply the instinctive, visual, organizing principles that are common to all human beings who make designs
- 2) Recognize and apply the cultural, biological, environmental, intellectual and emotional organizing principles that differ among humans who make designs
- 3) Learn and apply creativity and problem solving to make unique and purposeful designs
- 4) Apply design-making decisions to various professions
- 5) Relate old and new technologies to design making
- 6) Analyze and make designs using the official Art 120 vocabulary list
- 7) Make designs in nonobjective modes
- 8) Organize dots, lines, positive shapes, negative spaces, values, textures and colors to make aesthetic designs
- 9) Develop hand and eye coordination by cutting paper and boards, drawing with graphite and ink and painting with gouache
- 10) Make designs with graphite, ink and gouache in a safe and ecological manner
- 11) Develop a portfolio of designs

Special Materials Required of Student

- 1) Pencil and eraser, red and blue colored pencils
- 2) Inking ruler with centimeters
- 3) Technical pen with black ink
- 4) Template with small circles, squares and triangles
- 5) Color wheel and value finder
- 6) Flat water color brush
- 7) Paint mixing palette, palette knife
- 8) Gouache paints
- 9) Illustration boards, vellum and drawing papers

Minimum Instructional Facilities

Studio with large flat tables, bright lighting, adequate ventilation, sinks with hot and cold water, wall space with bulletin boards, computer system, overhead projector, 35 mm slide projector, AV screen, outside spray booth, marker boards, Rotatrim paper cutter, mat cutter, cutting mats, pencil sharpeners.

Course Content

- 1) Use visual images of fine art, craft, commercial art, architecture and applied design to illustrate design concepts as unique expressions of gender, culture, ability and lifestyle
- 2) Define and apply the terms on the official Art 120 vocabulary list
- 3) Describe the influence of old and new technologies on design making
- 4) Describe the business applications of design and the relevance of design skills in the general business world
- 5) Define and apply the copyright law as applicable to artists
- 6) Define and apply creativity and problem-solving skills
- 7) Define and apply fundamental design concepts:
 - a. Art, design and composition
 - b. Fine art, craft, applied design, commercial art and graphic design
 - c. Scale of illusion: realistic, representational, abstract and nonobjective
 - d. Structure, style and content
 - e. Beauty and aesthetics
 - f. Creativity and left vs. right brain functions
 - g. Influence of culture on design

- h. Influence of human anatomy on design
 - i. Influence of environment on design
 - j. Gestalt principles: proximity, similarity, orientation and closure
 - k. Plato's concept of unity and diversity (absolute, relative)
 - l. Picture plane, field, hard borders, format and margin
 - m. Visual perception and pictorial impression
 - n. Signs vs. symbols
- 8) Define, recognize and apply design elements:
- a. Dots
 - b. Lines (contour, cross-contour)
 - c. Positive shape vs. form
 - d. Negative space vs. space
 - e. Three shape categories: geometric, objective and biomorphic
 - f. Open vs. closed shapes
 - g. Figure-ground-reversals, inlines vs. outlines and concentric vs. eccentric
- 9) Define, recognize and apply repetition:
- a. Motifs
 - b. Sequence and rhythm
 - c. Gradients
 - d. Linear and all-over patterns
- 10) Define, recognize and apply balance design concepts:
- a. Influence of optical weight (size, value, distance from the center)
 - b. Influence of visual drop and reading direction
 - c. Four square symmetry
 - d. Formal symmetry
 - e. Informal symmetry (diagonal imbalance, minute imbalance)
 - f. Asymmetry (balance, unbalanced)
 - g. Typographical balance
 - h. Architectural balance
- 11) Define, recognize and apply emphasis to design concepts:
- a. Causes of emphasis (interval, similarity, size, orientation)
 - b. Focal points and secondary focal points
- 12) Define, recognize and apply increments, measurements and proportion to design concepts:
- a. Influence of increments on design decisions (anthropocentric vs. metric)
 - b. Measurements and calculations with centimeters and millimeters
 - c. Influence of human anatomy on proportions based on halves
 - d. Theory, application and measurement of golden sections (0.618)
 - e. Relationship between the Fibonacci summation series and the golden section
 - f. Theory, application and measurement of bioptic vision (0.75) and root four rectangles (0.50)
 - g. Proportions based on odd vs. even numbers
- 13) Define, recognize and apply eye movement to design concepts:
- a. Alignment (direction, implied lines)
 - b. Directional shapes
 - c. Gradients
 - d. Open and closed designs
- 14) Define, recognize and apply major division to design concepts:
- a. Influence of negative space
 - b. Influence of closure
 - c. Influence of symmetrical geometric shapes
 - d. Traditional field divisions: isosceles triangle, rectilinear, curvilinear, strong diagonal, golden section and the 26 typographical shapes
- 15) Define, recognize and apply scale to design concepts:
- a. External scale between the format and viewer
 - b. External scale between the format and surrounding environment
 - c. Internal scale between the shapes inside the format
 - d. Internal scale between the design and format including: micro, macro and normal figure ground
- 16) Define, recognize and apply format selection to design concepts:
- a. Influence of culture on formats
 - b. Biotic vision, golden section and root four rectangle format
 - c. Influence of format selection on internal scale
 - d. Format unity
- 17) Define, recognize and apply fundamental color concepts to design:
- a. Paint components (pigments vs. vehicles)
 - b. Pigment vs. light theory
 - c. Visible light spectrum
 - d. Influence of light temperature on color
 - e. Color dimensions: hue, value and intensity
 - f. Color temperature (absolute and relative)
 - g. Color orders: 12/18/24 color wheel and light spectrum order

- 18) Define, identify and mix traditional colors through subtractive mixing:
 - a. Neutral grays (#2, #3, #4, #5, #6, #7, #8)
 - b. Secondary and intermediate hues
 - c. Tints, tones and shades
 - d. Chromatic whites, grays and blacks
 - e. Broken colors
 - f. Local color
- 19) Define, identify and select color harmonies:
 - a. Color chords (monochromatic, analogous, triadic, tetrads)
 - b. Contrast of hue
 - c. Contrast of value
 - d. Contrast of intensity
 - e. Contrast of extension
 - f. Complementary contrast
- 20) Define, identify and select color interactions:
 - a. Simultaneous contrast (achromatic, chromatic)
 - b. Afterimage influence
 - c. Bezold effect
 - d. Retinal fusion
 - e. Optical color wheel
 - f. Mutual color repulsion
 - g. Color dischord
- 21) Develop hand and eye coordination:
 - a. Practice cutting paper and illustration board
 - b. Practice making mechanical lines with graphite and pen
 - c. Practice edge control with a brush
 - d. Practice non-directional blending with a brush
- 22) Develop skills, knowledge of, selection of and care of brushes
- 23) Develop safe and ecological work habits:
 - a. Practice safe cutting procedures for paper and boards
 - b. Practice safety and personal hygiene with ink and paint
 - c. Practice ecological disposal of paint in an art studio environment

Method of Instruction

- 1) Lectures with transparencies, 35 mm slides, videos, video discs, films and/or computer projections
- 2) Instructor demonstrations with live performances, transparencies, 35 mm slides, videos, video discs, films and/or computer projections
- 3) Assignments: reading, Internet, classroom, studio, homework
- 4) Individual student conferences
- 5) Master copies
- 6) Student art exhibitions
- 7) Term papers
- 8) Field trips

Method of Evaluation

A uniformly applied grading system will be established in writing and distributed to all students. The instructor will use multiple measurements to determine the student's intellectual understanding of the official Art 120 vocabulary and concepts as well as their application and craft in specific designs. Instructor must have a written final exam that covers the official Art 120 vocabulary list. Grading options include:

- 1) Attendance and participation in studio cleanup, safety procedures, classroom discussion, field trips, student art exhibitions
- 2) Individual student conferences or skill demonstrations
- 3) Quantity, quality of assignments (homework, classroom, studio)
- 4) Verbal or written critiques by student of studio projects or artworks
- 5) Quizzes (written) or tests (objective)
- 6) Term papers

Texts and References

- 1) Required (representative example): Ocvirk, Stinson, et al. Art Fundamentals: Theory and Practice, 10th edition. McGraw Hill, 2006.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Make and evaluate designs using the terms on the official Art 120 vocabulary list
- 2) Make aesthetic designs based on the principles of unity and diversity
- 3) Make designs using repetition of motifs, sequence, rhythm and patterns
- 4) Make balanced designs
- 5) Make focal points in designs
- 6) Make golden section and bioptic vision proportions in designs

- 7) Make eye movement in designs
- 8) Make major divisions in designs
- 9) Control scale and formats in designs
- 10) Mix and paint achromatic grays
- 11) Mix and paint chromatic secondaries, intermediates, tints, tones, shades and broken colors
- 12) Mix and paint chromatic whites, grays and blacks
- 13) Select colors based on color chords, harmonies and contrasts
- 14) Make designs using graphite, ink and gouache paint
- 15) Make designs using safe and ecological studio practices