

Instructor Nanhee Kim

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Office Hours: MW 8:00-10:45 a.m. or by appointment

Course Overview

The purpose of this course is for students to learn visual elements and principles of design. Communicative issues such as subject matter, concept, and content will be explored using principles of design. Students will learn thinking and speaking about visual design fluently and critically. Students are provided opportunities to develop an awareness of design's context and establish good studio practice. Research, problem-solving skills, crafts, professionalism and articulate presentations are all important to success in this course.

COE CF1,4; Alabama Standard/Rule 290-3-3-.31 Visual Arts (2)(b)1.(i) and (2)(b)2.(i) and and (2)(b)2.(ii)

| Standard | Assessment |
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| 290-3-3-.31(2)(b)1.(i) Knowledge of art and design concepts, skills, and vocabulary including processes, organizational structure, technical aspects, expressive content, communicative qualities, and technology. | Students will learn principles of design and design elements including color, value, scale, composition, proportional transformation, figure/ground, and spatial illusion. Using a wide of variety of materials and method, students will develop their own design vocabulary and repertoire of practical techniques. |
| 290-3-3-.31(2)(b)2.(i) Ability to create expressive forms in drawing, painting, design, printmaking, computer generated art, sculpture, ceramics, and crafts. | Students will develop a sequence of hands-on exercise and projects. Students will be able to create expressive forms in their project. |
| 290-3-3-.31(2)(b)2.(ii) Ability to demonstrate abilities across a variety of areas of art | Slide lectures and critiques will provide opportunity to translate visual evidence into words. The critique process requires |

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| production and art theory. | students to analyze, describe, and interpret works of art. Through the structured design critiques, students will develop their persuasive oral and writing, information-gathering, and justification skills. |
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Recommend Text
Book

Design Basics by David A. Lauer

Web Resources

Artists Space

<http://afonline.artistspace.org/>

Deviant Art Photo Gallery

<http://www.deviantart.com/>

Drawing on the Right Side of the Brain website

<http://www.drawright.com>

San Jose Museum of Art Digital Gallery

<http://gallery.sjsu.edu/>

Museum of Modern Art NY City

<http://www.moma.org>

San Francisco Museum of Modern Art

<http://www.sfmoma.org>

National Gallery of Art

<http://www.nga.gov/education/education.htm>

Louvre Web Museum

<http://www.ibiblio.org/louvre/>

Supplies

Items from the following list will be asked for completion of assignments. The off campus Bookstore does have the supplies prepared in kits. A tackle or toolbox is a good solution for carrying materials. Other materials may be needed depending on individual assignments.

- Sketchbook (preferably spiral at least 8" x 10")
- Pencils: H, HB, 2B, 4B
- Higgins black India ink
- Gouache (opaque watercolor) (at least primary, black and white)
- Kneaded eraser
- White vinyl eraser
- X-Acto knife & replacement blades
- Kohinor Colored Pencils, Woodless, Set, 24 Pack
- Pigma Micron Pens, Black, Set of 6, Sizes: 005, 01, 02, 03, 05, 08
- Masking tape ("drafting" tape that won't pull off paper)
- Cutting surface
- Scissors
- Rubber cement (8 oz.) or glue stick
- Rubber cement Pick-up
- Straight edge ruler or ruled T-square (18" or 24")
- C-Thru Erasing Shield
- C-Thru 4 Piece French Curve Set
- Compass (with optional blade attachment)
- French curve or curve designer
- Protractor with degrees
- Correction fluid (white-out)
- Student grade paint brush set - (from large to detail size)
3" Foam brush
- Watercolor brushes (synthetic white sable)
- White palette or mixing tray (small)
- Water container. No glass please.
- Tracing paper (roll, 16 - 18" wide)
- Tackle box (to carry your supplies)
- Illustration boards

***Class Attendance** You are allowed up to 3 unexcused absences. The 4th absence automatically fails you in this course. Leaving early, taking an extended break or being late to class counts as an absence. Please note, I enforce this class attendance policy. If you do not come to a critique or other class function, your attendance and participation grades will be affected. No class is optional; every class is required.

Excused absence and Make-up Policy It is the students' responsibility to keep up with information, notes, assignments and work missed. For best results, ask a classmate first, and then seek the instructor if further explanation is needed (as the instructor will not repeat the lecture or technical demonstration for one or a few students who are not in class).

Students who have missed class for genuinely legitimate reasons (such as death in the family, etc.) may be given an opportunity to make-up their work. Health reasons generally necessitate a doctor or nurse's note. Students should make the instructor aware of their excused absence as soon as possible.

For the instructor to excuse an absence, submit a written, signed and completely dated explanation after class.

Grading Designs will be evaluated on the application of design principles as well the concept. Visual elements should provide a concept. Refined assignments as well as the finished project will also be assessed on the quality of the craftsmanship and creativity. Participation and presentation will be assessed during critiques as well as during in-class work time. The final grade will be averaged from the following:

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| Projects | 50% |
| Assignments and sketchbook | 20% |
| Reading and Quizzes | 10% |
| Participation | 20% |
| Total | 100% |

***Participation Grade:** You will receive a participation grade for each class period totaling 20 grades. These grades will be based on your meeting of the following criteria:

- Attendance in class, for the duration of the class period.
- Attentiveness to the lesson being given, including taking notes.

- Interacting in both class discussions and critique periods.
- Working on your assignments during the class.

Course grade will be based on the following number of total 100 points:

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| 90-100 | = A |
| 80-89 | = B |
| 70-79 | = C |
| 60-69 | = D |
| 59 or below | = F |

Late work

The policy for any late projects will be one grade lower for each class day the assignment is late. For example: If student miss the due date and hand in the assignment two class days late, this means that the deduction will be two full grades. If the project was a B at the time of completion, it will be a D when it was turned in. Discuss deadline concerns with the instructor in advance if student anticipate a problem, so he/she can act accordingly. It is student's responsibility to plan ahead and use student's time wisely.

The schedule is designed with the knowledge that students must be productive outside of class. Typically, studio classes are planned with the understanding that students will work at least that number of class hours outside. To be successful, student needs a professional commitment.

Definition & Consequences of Plagiarism

Plagiarism is the representation of all or part of another person's work as one's own. The unacknowledged use of someone else's work is not only dishonest but also frequently illegal because of copyright infringement. A charge of plagiarism is justified when most observers believe that a work is copied from or is substantially based on another work. In the case of visual work, slight changes in design, color, and detail cannot protect a person from a charge of plagiarism if observers see the outcome as essentially looking the same. The best policy is originality.

Upon request, the student must be able to provide the source materials for submitted work. It is assumed that all work submitted to instructors is original, unless indicated otherwise by appropriate documentation. As an added precaution, please correctly cite all sources when quoting or paraphrasing.

Refer to a writing manual, as needed.

- Publication Release Form** Student may be asked to submit a project (or projects) of student's work produced in this course (digital or print form). The instructor will select this piece. Student will not get digital project back, so be sure to have made a duplicate for oneself. Instructor will ask you to sign a Publication Release Form in the event that we decide to use student's work for University purposes. Student may, of course, choose not to sign this form.
- Disability Statement** The University of North Alabama is committed to providing equal access to University programs and services for all students. Under university policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. If you have a physical or learning disability and anticipate accommodation please inform me and make the appropriate arrangements with the Disability Support Services. DSS is located at Guillot University Center, Room 111. In order to schedule an appointment, call 256-765-4214 and request to speak with Cindy L. Wood, Executive Director in University Health Services.
- Professional behavior** Students are expected to act in a professional manner at all times. "Professional behavior" includes arriving on time, being prepared for class (having all required materials), not speaking while the instructor is lecturing, treating the instructor and other students with courtesy, not swearing, not making sexist or racist remarks, etc. Students who are disruptive, obnoxious, or otherwise act in an inappropriate manner will be removed from the class immediately.

Cell Phones

Cell Phones will not be allowed in my classroom unless they are silent. Students are not permitted to talk on cell phones in class, nor send a text message.

The Internet

The internet is a very useful tool for research. However, it should not be used as entertainment while in class.

Tentative Weekly Schedule

| Week | Topic | Class |
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| 1 | Introduction | <p>General introduction of course outline, grading policies, classroom and attendance requirements.</p> <p>Brief survey</p> <p>Design Principles Presentation</p> <p>Assignment 1: Find excellent examples of design principles in contemporary two-dimensional media as discussed in class and write a brief critical summary of the choice.</p> |
| | | <p>Critique and discussion of Assignment 1</p> <p>Student will explore the realm of compositional possibilities by exploring a single observed subject in a series of thumbnail sketches.</p> <p>Assignment 2: Four final compositions will be created from the sketches.</p> <p>Reading "Line"</p> |
| 2 | Line | <p>Review Assignment 2</p> <p>Hands-On Exercise</p> <p>Explore as many different types of lines as possible from ads, magazines, brochures, logos, and other printed projects (straight, curved, and freeform lines)</p> <p>Assignment 3: Five examples of lines (Vertical, horizontal, diagonal, curved, and all combination lines)</p> |

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| | | <p>Review Assignment 3</p> <p>Descriptive Line Blind Contours</p> <p>(Reading "Line") Project 1: Composition A, B, C, D</p> <p>Composition A - Vertical and horizontal lines Composition B - Diagonal lines only Composition C - Curved lines only Composition D - All combination lines at least one of each line type</p> |
| 3 | | <p>Exercise in Calligraphy Working on thumbnail sketches Project 1 thumbnail sketches-20 thumbnails of each</p> |
| 4 | | <p>Project1 production Reading book -Space</p> |
| 5 | Shape & Form | <p>Project1 Due</p> <p>Lecture-Shape</p> <p>Introduce Project2 Changing Identity of a shape (square destroyed, square apparent) Implied Shape and form (Negative space) Thumbnail sketches</p> |
| 6 | | <p>Quiz1</p> <p>Figure Ground Reversal Black and White/ White and Black Project2 production</p> |

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| 7 | | <p>Quiz2</p> <p>Project2 production</p> <p>Dominance</p> |
| 8 | Space | <p>Project 2 Due</p> <p>Presentation Project2</p> <p>Introduction to One-point view perspective Introduction to Two-Point view perspective</p> <p>Exercise Interior sketch</p> <p>Project3: One-point perspective view gallery</p> <p>Golden section</p> <p>Freehand Exercise (Observed Interior)</p> <p>Project 3 Production</p> |
| 9 | Value | <p>Project 3 Production</p> <p>Grayscale</p> <p>Design in Grayscale</p> <p>Students will create two 10-step grayscales; one using pencil, the other paint.</p> |
| 10 | Texture | <p>Project 3 Due</p> <p>Project 4: Texture</p> |
| 11 | Color | <p>Color exercise – Creating color wheel</p> |
| | | <p>Project4 due</p> <p>Color exercise</p> |
| 12 | Final Project Illusion of Motion | <p>Final Project: Illusion of Motion</p> <p>Concept of final project</p> <p>Sketch final project</p> |
| | | <p>Research Final Project</p> <p>Final Project Production</p> |

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| 13 | Conceptual development/Shape development |
| 14 | Final Project Development/Preliminary Critique |
| 15 | Final Project Production Final Presentation, Group Review |
| 16 | Final Week Final Project with process book due |

* All information is subject to change without notice based on class progress and instructor discretion per success of the class meeting course goals.