

FANUCHANAN SEMESTER 2024

<p>AR 104-01 BASIC DESIGN, FALL 2024</p> <p>FA 203: MWF 8.00AM – 9.50AM</p> <p>SYLLABUYS</p> <p>College of Liberal Arts and Social Sciences UNIVERSITY OF GUAM</p>	<p>Instructor: Irena Keckes, PhD</p> <p>Email: keckesi@triton.uog.edu</p> <p>Office EC 117 E, office hours: M: 8.00AM-10.00AM Th: 3.20PM-4.20PM F: 8.00AM-10.00AM & 11.50AM-12.50AM</p>
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1. COURSE INTRODUCTION:

Basic Design is an introduction to the principles and elements of two-dimensional visual organization. The course in basic design lays the foundation for all continuing studio courses. The aim of the course is to prepare students to create in all two-dimensional art including drawing, painting, printmaking, photography, digital art, graphic design, collage, illustration, etc.

2. COURSE CONTENT:

In this course students will be introduced to basic theories and principles of design elements through the exchange of ideas and concepts and critical discourse. Students will use various techniques, tools, materials, and media to explore the relationship of 2-D Design to the visual arts. The emphasis will be on developing understanding of various concepts and history of design. Through the course projects, you will learn how to use basic design fundamentals as means of creative COMMUNICATION.

3. COURSE ACTIVITIES AND REQUIREMENTS:

Students will investigate basic elements and principles of visual language through creating a series of artwork using different methodologies and techniques. Lectures and slide presentations showing and discussing examples relevant to the course projects, discussions and demonstrations will be held regularly. Students are expected to also document their research, both visually and in writing, in their workbooks/sketchbooks. These should be used for brainstorming design problems, for study drawings, notes from lectures, readings (specific assignments will be given over the course of the program), written research on artists, and own ideas that may arise through practice and research.

It is important to remember, outside the class, you are expected to work independently at least 6 hours per week on your art projects and on research that you will document in your workbooks/journals and sketchbooks. This is a good opportunity to make your body of drawings and paintings more substantial and to extend and better resolve those exercises we do in the studio.

You will be given verbal feedback on your progress throughout the course, in critique sessions, group discussions and 1:1 conversation with your instructor.

Attendance to all classes is a requirement. A student who misses class must inform instructor prior to absence. No more than three absences are allowed unless there is a valid reason. More than 3 unexcused absences will result in half grade down. More than 6 unexcused absences will result in full grade down. Roll will be taken at the beginning of the class. Student’s active engagement in practice and participation in critiques is essential and may contribute to achieving a better grade. Students are also responsible to keep the working areas clean and tidy up after themselves during or after the studio practice.

3.1. Lecture topics:

<ul style="list-style-type: none"> • General Introduction into the course of Basic Design • Elements of Art and Design • Principles of Art and Design • Gestalt Theory • Color Theory • Physiological Aspects of Color 	<ul style="list-style-type: none"> • Materials, methods, and techniques • Drawing, Painting – surface, materials, process-based art • Printmaking - repetition, texture, • Collage, Illustration • Three-dimensional forms and structure • Introduction into digital media
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4. COURSE SCHEDULE / THE CALENDAR OF ASSIGNMENTS AND LECTURES:

Please note this schedule is a general guide to the course projects. More detailed program and requirements will follow. Weekly projects schedule and assignments will be distributed during the course. Discussions, quizzes/tests, will be take place regularly – exact dates will be announced.

Critique sessions are planned fortnightly, or in 3 weeks where assignment is longer.

In this course we use Basic Design textbook by Stephen Pentak. Students are not required to buy textbook; lectures are based on this textbook. We will cover each chapter of the book – and each chapter is going to be one assignment., involving a certain principle of design and elements of design. We will start with exploration of principle of design ‘Unity’ and involve design elements of line,

and shape. Next, we continue exploring principle of design ‘Emphasis and Focal Point” and involve elements of design as line, shape, color. Below are more detailed descriptions of some of the tasks, focusing elements of basic design. They will be introduced through each assignment in relation to single principle of design. Each principle of basic design will have two or three ways or approaches to tackle the problem and design image involving one of two elements of basic design.

Week 1-3:

Introduction: General introduction of course outline (first class), reading assignment (depending on the literature available), presentation by instructor (PowerPoint) discussing main topics of the course and showing examples and discussing gestalt – how we perceive.

Unity by proximity, continuation, and repetition / Lines (contour, gestural, explicit), Illusion of option, Illusion of Space:

- After the previous class presentation and discussion, students will produce a series of drawings in their drawing books / sketchbook. Tools are pencils, markers, black ink or cut and paste black paper, or a computer (students may select or combine). By exploring compositions of horizontal, vertical, diagonal, curved, dotted, broken thick and thin lines and their combinations, students will think about the line orientation and direction and how the composition may change if some lines repeat and/or intersect, and how lines may create and illusion of space, connect or divide a space. Students will explore repetition, contrast, and pattern. Then, they will be invited to re- create one of their drawings, for a final outcome, using same or different techniques (i.e., monochrome painting, collaging) – the work may be used for critique sessions and portfolio. This principle of selecting work for the wall critique sessions will be used in all projects in this course.
- Exploring compositional possibilities by exploring a single observed subject through the sketches, and then expanding a detail of drawing of a single observed object. Draw multiples of a selected object on a single sheet of paper, but vary sizes, lines, positions of an object. Select an area in the drawing and enlarge in different technique (i.e., paint in one color), see how the selected design works visually.

Critique session, discussion on the work produced.

Week 4:

Emphasis and Focal Point by contrast, isolation and/or placement / Shape - Volume:
Creating artwork using 2-D / flat, geometric (square, circle, oval, triangle), and organic shape
Lecture.

Critique session

Week 5-8:

Balance – symmetrical, asymmetrical, radial / Form:

- Drawing organic forms – forms from nature (leaves, shells, plants etc), using principles
- of repetition, positive-negative, scale, balance.



<p>• Create a self-portrait using linocut relief printing method, create 10 Fine Arts</p> <ul style="list-style-type: none"> • monochrome prints, think about positive and negative space, contrast, rhythm, and unity. • Exploring 3-D, geometric (cube, sphere, cone), and organic (all forms, i.e., people, animals, objects etc.). Lecture covering topics: Form and Function / Positive – Negative Space <p>Critique session. Getting portfolio ready for the review. Mid- term review, week 8.</p>
<p>Week 9-11:</p> <p>Rhythm – alternative, progressive / Color: Horizontal/Vertical Composition</p> <ul style="list-style-type: none"> • Collage: cut two pictures (magazines, photographs) into stripes and create a new composition, a collaged design, by alternating those strips and changing the meaning and relationships of the shapes, forms, and patterns. Implement principles of contrast, emphasis, rhythm, and movement, balance. • Experiment with mixing colors and explore patterns and geometrical and organic forms, painting • Paint in response to emotive words; investigate an impact color on the overall design; symbolism, psychology, meaning and emotions color may evoke and impact it may have. <p>Lectures: a) Color Theory; b) Physiological Aspects of Color Critique session.</p> <p>Workbook check, written assignments due.</p>
<p>Week 12:</p> <p>Positive-negative space relationship, Balance, Unity / Value:</p> <ul style="list-style-type: none"> • Still Life, drawing and painting; exploring nine values of a color, and thinking of emphasis and balance – what will be emphasized in the painting, what value will be used and how this may shift balance of the whole composition. <p>Lecture. Critique session. Assignments due.</p>
<p>Week 13-14:</p> <p>Rhythm / Texture, Pattern</p> <ul style="list-style-type: none"> • Collect different textures using a variety of materials and papers (i.e., wood, stone, floor, and any surface that may give an interesting and different texture). Design an image using/arranging the collected textures. • Digital Texture Composition: Using a digital camera, students will photograph a vast array of textures, select, and arrange taken photographs into a new composition. • Explore design principles of contract, and unity / variety. <p>Critique session</p>
<p>Week 15:</p> <p>Scale and Proportion/ Space, Illusion of Space:</p> <p>Drawing architectural forms and space / environment around while thinking of perspective, scale, rhythm, harmony, unity.</p>
<p>Week 16:</p>

Finalizing projects, portfolio preparations / RESEARCH PAPER DUE LAST DAY OF INSTRUCTION. 3 PAGES LONG, FOT 12, TIMES NEW ROMAN, SPACING 1.15. RESEACH ON TWO ARTIS BY YOUR CHOICE.

Week 17: Last group critique. Portfolio due last day of instruction – no late submissions. Late submission may result in half grade down. Not submitting the portfolio will result in failure (grade F).

5. TEACHING METHODOLOGIES:

This course aims to enable students to develop a theoretical and practical knowledge and experience in the field of design, through research, practice, lectures, and critique sessions. Teaching methodologies may include:

- (1) Introductory lectures on concepts, topics, and problems of design.
- (2) Audio-aides, such as, slides, filmstrips, films, and videos.
- (3) Introduce diverse art-making forms or methods.
- (4) Studio-style interaction between instructor and students; encouraging conceptual and analytical approach to the art projects.
- (5) Fundamentals of design as a method of artistic communication.
- (6) Project-driven work towards deadlines. Projects/assignments will include basic elements of visual language: line, shape, color, texture, volume and depth, rhythm, composition, Gestalt principle of visual perception, thinking through form, content, and material. Some assignments will be more focused and some more broadly defined, but all will allow room for an individual interpretation.

6. CLASS AIMS AND INTENDED LEARNING OUTCOMES:

By end of the course students will have learnt to:

- (1) Develop understanding of methods, principles, and techniques in which Fine Art is produced and develop a foundation of art skills.
- (2) Communicate ideas visually and verbally.
- (3) Acquire a competency with tools and varied methodologies of 2-D design.
- (4) Utilize the principles of visual organization in their work.
- (5) Critique their own and other artists' uses of materials design principles.
- (6) Adopt a creative approach to problem solving; analyze, question, and interpret art created in a wide range of art methods.
- (7) Be familiar with and critically engage in the discourse surrounding fine arts, at an introductory level.
- (8) Develop a studio practice, which involved open-ended and self-reflecting learning.

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- (9) Formulate material outcomes supported by research in the Department of Communication and Fine Arts in forms of journal/workbooks and sketchbooks
- (10) Develop understanding of an interdisciplinary nature of art; try to involve in both individual and collaborative art experiences.

7. METHODS OF EVALUATION:

Methods may include attendance, studio practice, individual and group projects, creativity, participation in classroom discussion and group critiques will be encouraged and evaluated for completeness. Both written and diagrammatic exams may be given. Individual evaluations are given during the group critique times held at the completion of the assignment.

8. METHODS FOR STUDENT LEARNING OUTCOMES ASSESSMENT:

Methods of Assessment may include:

- (1) Pre- and Post-test diagnostic.
- (2) Final portfolio review.
- (3) Students will receive formative and summative feedback on their performance and outcomes during this project. Portfolio will consist of work produced during projects in this course, and it will be reviewed at mid-term and at the end of term.

9. ASSESSMENT CRITERIA:

- (1) **Technical Quality:** Consistency in completing assignments throughout the course and successfully learning art methods and techniques.
- (2) **Aesthetic Quality:** Composition, design and overall effect of the work.
- (3) **Conceptual Engagement:** Demonstrates ability to develop and respond to ideas in an inventive and productive ways.
- (4) **Research:** Shows an understanding of some of the formal, theoretical, and cultural contexts of the work in progress. This can be evidenced in preparatory or finished work as well as in drawings (sketches), and workbooks.
- (5) **Resolution of Work:** The work selected for assessment will demonstrate use appropriate methods and material process and developing these to completion.
- (6) **Presentation of Work:** Student will demonstrate an ability to engage with decision making regarding to his/her presentation choices, editing and installation of work.
- (7) **Studio Practice:** Consistency and active participation in all aspects of the studio program. Not missing classes is an expectation of the course.

10. GRADING POLICY:

Grades reflect an identification of a level of accomplishment achieved throughout the course. Grading Scale includes Letter grades, Grade Points and Credit Hours. Personal challenge, motivation, attitude, performance during group and individual critiques, attendance and a successful completion and a resolution of assigned projects will influence the grade. Students should make sure all work is completed by the end of the course and to attend classes regularly to avoid a low grade.

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

11. AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or reeo-ada@triton.uog.edu. For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TDD) 671-735-2460. For *applicants* or employees with a disability requiring employment or workplace accommodation(s), please contact the Director of EEO/ADA and TITLE IX Office to discuss your specific needs. Please provide



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12. ACADEMIC MISCONDUCT

The UOG Student Handbook prohibits plagiarism. I personally will not tolerate it. Plagiarism also means using another person artwork as one’s own work – all your work must be your own creation. In this class, evidence of plagiarism in any assignment will result in an F grade for the assignment; a second occurrence of plagiarism will result in an F grade for the whole course, and possibly a hearing at the Student Discipline Committee. Review handout on how to avoid plagiarism.

13. RECOMMENDED TEXTS OR STUDY GUIDES:

Reading the texts is vital to this course. Reading assignments in forms of articles, essays and art reviews may be handed to students during the course. Please note that the following bibliography is a suggested literature on the course related topics, which you may use for your research, upon its availability in the libraries.

Lauer, A. David, Stephen Pentak. *Basic Design*. Boston: Wadsworth Publishing, 2011.
Wong, Wucius. *Principles of Two-Dimensional Design*. NJ: John Wiley & Sons Inc, 1972.
Albers, Josef. *Interaction of Color*. New Haven: Yale University Press, 1963 (Aniv. Edition, 2013). Art journals and magazines, ART21, Art Papers, Art News, visiting galleries and museums, field trips.

14. 2D DESIGN SUPPLY / ART MATERIALS / TOOLS LIST:

With your student ID, you can get 25% discount in Standard Office Supplies / National Office Supplies stores.

- Sketchbook (drawing), 11x14 inch
- Pencils (2B, 4B)
- Charcoal sticks / pencils
- Markers
- Acrylic paint set painting set, paint brushes
- Scissors, paper glue, journals, magazines (for collage project)
- Watercolor / acrylic paint sets
- Other necessary material will be announced in the course, and some of it will be supplied.

15. SUBSEQUENT COURSES:

Any intermediate or advanced studio art course.

16. Additional Course Descriptions, if any: None.

17. STUDENT LEARNING OUTCOMES

Course SLO's	Program PLO's	Institution ILO's	Method of Assessment
Student will receive a general introduction into the course of BASIC DESIGN and learn basic elements and principles of visual art language.	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively</p> <p>PLO5 Identify and evaluate the influences of fine arts in society.</p> <p>PLO6 Understand the history of one or more art, music, or theatre styles.</p> <p>PLO8 Identify the interrelationship of the arts.</p> <p>PLO10 Participate in their chosen field of artistic endeavor.</p>	<p>ILO1 Mastery of critical thinking and problem solving</p> <p>ILO4 Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology</p> <p>ILO6 An appreciation of the arts and sciences</p> <p>ILO7 An interest in personal development and lifelong learning</p>	<p>Critique</p> <p>Group Discussion</p>
Student will learn the basic vocabulary and concepts of visual art language using elements and principles of art and design, composition, gestalt theory, color theory and psychological aspects of color by exploring different drawing materials and methods.	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively.</p> <p>PLO5 Identify and evaluate the influences of fine arts in society.</p> <p>PLO8 Identify the interrelationship of the arts</p>	<p>ILO1 Mastery of critical thinking and problem solving</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology</p> <p>ILO6 An appreciation of the arts and sciences</p> <p>ILO7 An interest in personal development and lifelong learning</p>	<p>Quiz</p> <p>Critique</p> <p>Group Discussion</p>
Student will explore different basic studio processes and investigate materials, methods, and techniques such as creating art with different tools as pencils and charcoal, ink, color pencils, pastels, and brushes.	<p>PLO1 Produce a senior project demonstrating mastery of one artistic skill using professional production values.</p> <p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively</p> <p>PLO10 Participate in their chosen field of artistic endeavor</p>	<p>ILO1 Mastery of critical thinking and problem solving</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology</p> <p>ILO6 An appreciation of the arts and sciences</p> <p>ILO7 An interest in personal development and lifelong learning</p>	<p>Critique</p> <p>Group Discussion</p> <p>Creative process</p>

	<p>PLO1 Produce a senior project demonstrating mastery of one’s artistic skill using professional production values.</p> <p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO4 Apply coursework learning in public displays and Performances</p> <p>PLO10 Participate in their chosen field of artistic endeavor.</p>	<p><i>Division of Communication and Fine Arts</i></p> <p>ILO1 Mastery of critical thinking and problem solving</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology</p> <p>ILO6 An appreciation of the arts and sciences</p> <p>ILO7 An interest in personal development and lifelong learning</p>	<p>Critique Group Discussion Creative process</p>
<p>The student will demonstrate an understanding of visual art composition: the use of elements and principles in creating and artwork and analyzing it.</p>	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other</p>	<p>ILO1 Mastery of critical thinking and problem solving</p> <p>ILO5 Responsible use of knowledge, natural resources, and Technology</p>	<p>Critique Group Discussion Creative process</p>
<p>The student will learn to analyze diverse outcomes in a contemporary art context, and identify visual components of communicating through visual art language.</p>			

Important dates: regularly check UOG Academic Calendar (UOG Website)