

## Course Outline

# Two-Dimensional Design

### Course Description:

AR 121. Two-Dimensional Design. 3 credit hours. This course is an introduction to the elements, principles and vocabulary of design as it applies to two-dimensional studio arts and graphic design. Emphasis is placed on the tools and techniques of the graphic designer.

### Course Relevance:

Two-Dimensional Design is relevant to art majors because students learn the principles, elements and vocabulary of design which are pertinent to the successful creation and discussion of all two-dimensional art. Additionally, students are introduced to vocabulary, tools and processes necessary for advanced study in Graphic Design. Two-Dimensional Design is relevant to art majors and non-art majors alike in that this course teaches to many of the Learning PACT skills, specifically the analytical thinking skills of problem solving, critical thinking, and aesthetic response.

### Required Materials:

Text & other materials: Required Textbook: Wheeler, Gary S. and Susan G., The Visual Design Primer, Prentice Hall, Upper Saddle River, NJ, 2002.

### Required Materials and Supplies:

- Drawing board 18" x 24" preferably with two metal edges
- T-square 24" with either plastic or metal edges
- Metal ruler (cork-backed) 12" or 18"
- #Exacto knife or equivalent
- Rubber cement
- Rubber cement pickup
- 2mm Fine-line markers: 1 black, 1 red (should not be roller ball. MUST be a felt tip)
- Drawing pencils: 2H, 2B, F
- Erasers: Art gum, plastic, kneaded
- White Artist's tape ¾" or 1" wide
- 2 pads of vellum finish Bristol, 11" x 14"
- 2 pads of Tracing Paper, 11" x 14"
- Plastic Triangle, 10" or 12" with 90 degree angle

- Ames Lettering Guide
- Gouache- 2 tubes of white, 1 tube of black
- #6 round Watercolor Brush
- ¾" flat Watercolor Brush
- Supply Box
- Optional Supplies: circle template, marker paper
- Color Design Markers (Prismacolor), primary and secondary colors
- Achromatic Design Markers (Cool Gray)  
20% gray, 40% gray, 60% gray, 80% gray, 100% black

**Supplementary Materials:**

- Additional paper and supplies may be required throughout the semester

**Learning Outcomes:**

The intention is for the student to be able to:

- Demonstrate an understanding of the design potential of each of the following elements: line, shape, value, texture and color.
- Demonstrate mastery of two-dimensional space organization using the following design principles: unity, variety, balance, dominance and rhythm.
- Demonstrate an understanding and the successful application of the problem solving process as it applies to visual design (i.e. definition and acceptance, ideation, judgement, production, and finalization)
- Demonstrate time management skills in working with project deadlines.
- Demonstrate mastery of various two-dimensional design tools and media.
- Acquire and apply the vocabulary of two-dimensional design.

**Learning PACT**

**Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:**

Primary skills (developed and documented):

1. Problem Solving
  - Through in-class projects with clearly defined procedures, students will execute their designs in phases which observe the problem-solving process within a specific time-frame in order to develop their problem-solving abilities. All phases of the project will be presented with the comprehensive design.
2. Critical Thinking
  - Critical thinking skills will be enhanced through both verbal and written critique of visual artwork, both personal and historical.
3. Aesthetic Response
  - Aesthetic response will be enhanced through both verbal and written critique of visual artwork, both personal and historical.

Secondary skills (developed but not documented):

- Self-Concept
- Time Management
- Valuing Diversity
- Teamwork
- Reading
- Listening
- Speaking
- Writing
- Computer Literacy

**Assessment Tasks:**

These learning outcomes and primary Learning PACT skills will be demonstrated by:

- A. Presentation of a Design Notebook including all completed design projects and their associated procedures. The student must provide an oral defense of their work.

**Course Content:**

I. Themes - Key recurring concepts that run throughout this course:

- A. Art Criticism
- B. Creativity (idea-development, idea-refinement)
- C. Aesthetics

II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:

- A. Representational vs. abstract vs. non-representational forms
- B. The principles of design.
- C. Process of designing vs. “sudden” inspiration
- D. Hand skills vs. computer skills
- E. Innovation and uniqueness within traditional design formats.
- F. Communication of ideas vs. expressive freedom.

III. Concepts – Key concepts that must be understood to address the issues:

- A. Design vocabulary
- B. Variety within unity.
- C. The problem-solving process
- D. Balancing of visual weight (formal and informal balance)
- E. Basic color theory
- F. Aesthetic distance.
- G. Contemporary trends in graphic and fine arts.

IV. Skills - Actions that are essential to achieve the course outcomes:

- A. Visualizing three dimensional space as two dimensional representation

- B. Demonstrate eye / hand coordination
- C. Demonstrate proper use of design tools and materials
- D. Demonstrate critical and analytical thinking
- E. Listen to the instructor and apply concepts that are presented in class
- F. Demonstrate cognitive writing skills
- G. Demonstrate public speaking skills in critique and presentation.
- H. Demonstrate time-management skills.

**Learning Units:**

- I. Introduction to Design
  - A. Design elements and principles: an overview.
  - B. Practicing effective use of tools and materials.
  
- II. The Process of Design – Notebook cover design project.
  - A. Understanding the problem
  - B. Working within formal limitations
  - C. Idea development
  - D. Idea refinement.
  - E. Presentation of comprehensive design
  
- III. Line
  - A. Variations in line
  - B. Expressive potential of line
  - C. Line in representation
  - D. Dominance and relief, rhythm, and visual weight in line
  
- IV. Shape
  - A. Types of shape: geometric vs. organic shape
  - B. Positive and negative shape
  - C. Analyzing three dimensional-objects as two-dimensional shapes.
  - D. Dominance and relief, rhythm, and visual weight in shape.
  
- V. Value
  - A. Create and understand value scale
  - B. Expressive potential of value.
  - C. Dominance and relief, rhythm, and visual weight in value.
  
- VI. Texture
  - A. Actual texture vs. implied texture.
  - B. Creating visual texture.
  - C. Dominance and relief in texture
  - D. Texture in combination with line, shape and value.
  
- VII. Space
  - A. Pictorial space vs. two-dimensional space
  - B. Methods of creating spatial illusion.

## VIII. Color

- A. Basic Color Theory
- B. Expressive potential of color.
- C. Working with color schemes.

## IX. Final Project

- A. Incorporating Units I through VIII in a final design project
- B. Presentation of final design to class.
- C. Abstraction
- D. The importance of the critique

### Learning Activities

- Each project will have a specified deadline for completion. Successful completion of each project will require class hours as well as extensive out-of-class time. Instructor will provide recommendations for the completion of interim phases of each project, but only the final deadline must be met to successfully complete the project.
- Outside design research
- Class critiques at development phases of each project and at project end.
- Vocabulary test

### Grade Determination:

The grade for the semester will be based on all design projects, research assignments, class participation (critiques,) and final exam assigned during the course of the semester. The instructor will determine the number of assignments. Criteria for evaluating design work includes:

- mastery of technical concerns
- demonstration of an understanding of concepts presented
- mastery of aesthetic concerns, including creativity and “ideation”
- craftsmanship and quality of presentation
- timely and complete execution of design projects
- **Critique of Work:**
- Students will participate in numerous in-class critiques.
- Students will be required to participate in one-on-one critiques with the instructor.

<b>Grading Scale</b>	
<b>100-90</b> %	<b>A</b>
<b>89-80</b> %	<b>B</b>
<b>79-70</b> %	<b>C</b>
<b>69-60</b> %	<b>D</b>
<b>59-0</b> %	<b>F</b>