

2-D Foundations
Art 111E
Fall 2005, T TH 12-2:30

Instructor contact information

Heidi Goldberg

Olin 106

Office Hours: MW 11-12 and by appointment

299-4624, goldberg@cord.edu

www.cord.edu/faculty/goldberg/

Course Description and Goals

This course is an exploration of 2-dimensional (flat) design for the beginning student. We will study and experiment with the fundamentals of 2-dimensional design. Emphasis will be placed on learning the **elements** (line, shape, value, texture, and color), the **principles** (unity & variety, weight & gravity, balance, scale & proportion,) along with composition, creativity, problem solving, and critical thinking in design through exercises. These exercises will foster creative problem-solving strategies in both representational and non-objective work. By looking at historic and contemporary examples, we'll explore the formal and expressive, and the visual and verbal arenas of art. Applying these things and our own experiences to the work, we'll use critical thinking to question how we see and interpret the world around us. We'll attempt to understand and work with the structure and logic of making art, as well as challenge ourselves creatively, intellectually, and emotionally.

During this semester the format of the course will involve a combination of:

- In class assignment work (apx. 5-6 hrs/week)
- Out of class assignment work (up to 10 hrs/week)
- Image presentations
- Topic discussions relating to presentations and assignments
- Exhibition, gallery and museum visits
- Group critiques of assignments
- Individual critiques (once at mid-semester, and by appt. if needed)
- Written assignments
- Sketchbook
- Quizzes on chapters in the book.

Learner Outcomes

After taking the course, students will be able to:

- Apply the principles of art and design to the composition of imagery. This includes conscious decision-making about the use of the elements of line, shape, color, texture, value, color, and the principles of balance, unity, rhythm, emphasis, and scale/proportion.
- Utilize a variety of design techniques and materials in order to achieve specific creative goals.
- Produce a number of variations or options for solutions to a problem with an emphasis on the creative process.
- Understand the relationship of historic to contemporary techniques, applications and styles in two-dimensional art.
- Relate the development of one's work and life (as an artist or other profession) to the making of art.
- Draw inspiration from newfound confidence and joy in the work to learn about and make more art.

Requirements and evaluation for grading

Attendance is mandatory. Absence beyond three class periods, as well as tardiness, will negatively affect grades. Each absence beyond three will drop your grade by one letter. If absence is unavoidable, a written excuse must be made available to me. Tardiness may be understood as being 15 minutes late for class, leaving 15 minutes early, or being absent during portions of the class period without excuse. Three tardies equal one absence. Students will be responsible for acquiring material missed due to absence or tardy.

Evaluation of portfolios will be at midterm, and again at the end of the semester. Contents of the portfolio will be any given assignments requested plus additional drawings/sketchbook and written material if requested. Assignments will be graded individually on their due dates, and returned within a week. Due projects must be turned in at the beginning of the class hour, or immediately following critiques. Late assignments will negatively affect grades. Your reconsideration of graded works in order to improve grades (and your understanding) is very much encouraged. Participation in critiques and discussions is strongly encouraged and will affect grades. Improptu assignments (written or visual) may be given and may be graded. Final portfolios will include formal projects and other assignments.

Projects will be evaluated on:

- Following the assignment guidelines
- Quality of craftsmanship. Did you use the materials well and give attention to detail?
- Inventive concept. Were you engaged with ideas?
- Composition. Is the whole surface united and engaged? Are elements and principles well considered?

A=Excellent. The assignment is very well executed and exceeds requirements, content is very clear, thoughtful, and original, design/composition is very sophisticated, and craftsmanship is excellent.

B=Good. Requirements of the assignment are followed quite closely, content is strong and communicates well, originality is strong and composition/design is well resolved.

C=Average. Requirements of the assignment are followed fairly well, content comes across but is not very well articulated, originality in design is not strong, design and craftsmanship is fair or partially developed.

D=Below Average. Requirements of the assignment are not followed well, there are problems establishing and communicating intentions, design shortfalls, sloppy craftsmanship and poor presentation are evident.

F=Fail. Student does not follow requirements of the assignment, has major problems establishing and communicating intentions, has major design shortfalls, very poor presentation and lack of craftsmanship.

Evaluation will include;

- Portfolios and quality of work (including preparatory studies in sketchbooks and final works) 70%
- Class participation 10%
- Individual effort/progress 10%
- Quizzes 10%

In accordance with the policy on academic integrity at Concordia College, we will be addressing issues of appropriation, plagerism, falsification, and others that enter into the world of art and academia. All work submitted for evaluation in this course must be by the hand and mind of the registered student in question.

My office hours are listed above. If you need to see me, stop in or schedule an appointment before or after class. I may also be reached via e-mail, I check my account regularly.

Timeline

Following is a tentative outline of our semester: changes to this schedule will be announced in class.

Th. 9/1 First day of class. Introduction. Trip to the Rourke Museum.

T. 9/6 Quiz Ch. 1-2. Begin map project.

Th. 9/8 Work on maps.

Mon. 9/12 Symposium; Sue Coe's plenary address is at 10:30, and the reception for her exhibition in the gallery is at 4pm.

T. 9/13 Talk about Symposium/Sue Coe, work on maps.

Th. 9/15 Maps are due, critique.

T. 9/20 Quiz Ch. 3-4, 7. Begin line studies.

Th. 9/22 Work on line studies.

T. 9/27 Quiz Ch.5, 8&9. Begin Textural Still-Life

Th. 9/29 Work on Textural Still-Life. Faculty Art Exhibition opens, please come to our reception 4-6pm

T. 10/4 Work on Textural Still-Life

Th. 10/6 Textural Still-Life Due, critique.

T. 10/11 Quiz Ch. 10. Begin Perspective Collage.

Th. 10/13 Work on Perspective Collage.

T. 10/18 Work on Perspective Collage. Mid-semester reviews.

Th. 10/20 Mid-semester break

T. 10/25 Perspective Collage due, critique. Quiz Ch. 6&11. Begin studies for Monotypes. Mid-semester reviews.

Th. 10/27 Begin Monotypes in the studio.

T. 11/1 Work on Monotypes.

Th. 11/3 Work on and finish Monotypes.

T. 11/8 Quiz Ch. 12. Begin Still Life

Th. 11/10 Work on Still-Life. Jean Gumpfer show opens

T. 11/15 Work on Still-Life.

Th. 11/17 Still life due at the beginning of the hour. Quiz Ch.13. Begin Color Wheel

T. 11/22 Work on Color Wheel.

Th. 11/24 Thanksgiving Recess

T. 11/29 Begin Collage to Painting.

Th. 12/1 Work on Collage to Painting.

T. 12/6 Work on Collage to Painting.

Th. 12/8 Work on Collage to Painting.

T. 12/13 Last day of class. Critique Collage to Painting.

Graded portfolios may be picked up in Olin 101. Pick up portfolios on suggested dates and make sure to clean out flat files. Portfolios and supplies that are left behind in the studio may be discarded.

Sketchbook: You are asked to keep a sketchbook in which you'll keep thumbnail sketches and developmental work relating to assignments. I encourage you to use the sketchbook to sketch regularly in order to explore drawing formally and informally applying things learned in class. Keep notes in your sketchbook. Your sketchbook may also serve as a journal or diary of visual statements or events. Think of it as a mental and mechanical playground. The project will be periodically reviewed and discussed both in class and one on one. You may choose to either purchase a pre-fab sketchbook or construct your own. Please keep the size manageable (under 16"). Begin working on this project as early as possible and develop it throughout the semester as we work through exercises in class. It will be due with your portfolio at the end of the semester.

Materials List Art 111E, Fall 2005 (Goldberg)

Textbook: **Design Basics**, 6th. Ed. David A. Lauer and Stephen Pentak

Map

X-acto knife

Scissors (optional)

18" metal ruler

Rubber cement

Pencils (4H, 2H, HB, 2B, 4B)

Sharpie Pens (various widths)

Kneaded Eraser

Compressed Charcole

Brushes, one liner, one stiff flat edge about 1/2", one soft round, and one bamboo brush.

Acrylic paint (will discuss)

Sandpaper (medium)

White Drawing Pad 18x24" (not newsprint!)

Special papers (I'll explain in class)

Portfolio (may be homemade)

Illustration board/tagboard as needed

Save high gloss magazines, and interesting papers that you find.

Materials available at;

Cobber Bookstore

MSU Bookstore

NDSU Bookstore

Mathisons, 1213 N.P. Ave.

Walmart

Target

Michael's Crafts

Hobby Lobby

Basic Student Information

Name _____

Student ID# _____

Phone _____

e-mail _____

Webpages _____

Address _____ Phone _____

Year in School _____

Major/Minor _____

What classes are you taking this semester?

What is your experience in studio art and in art history? When? Where? Instructor(s)?

Other exciting information that might influence your artwork; favorite things, recent books, movies, music you dig...

What are your expectations for this course?

What is the purpose of art in your opinion?

Part of my professional practice is to document my student's finest works. At the end of the semester when I grade final portfolios I photograph the strongest pieces to keep in my collection, to show to future students, and to potentially post on my website to represent work well done. Please sign below if I have your permission to photograph and publish one or more of your works on my webpage. If you wish that your work will not be published it certainly will not be held against you! Thanks.
