

ART 171
BASIC DESIGN II
INTRODUCTION TO THREE-DIMENSIONAL DESIGN

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COURSE DESCRIPTION:

Prerequisite, ART 170.

Exploration of the elements and principles of design in three-dimensional media with emphasis on the development of design vocabulary, conceptual clarity, visual analysis and technical proficiency.

COURSE OBJECTIVES

- To develop visual literacy through an awareness of the roles, the elements and the principles of design play in three-dimensional form;
- To develop creative problem solving and critical thinking skills;
- To develop competency in communicating conceptual intent in art work;
- To develop the skills necessary to effectively manipulate the project materials in a controlled manner and to develop an understanding of what constitutes good craftsmanship;
- To develop the ability to present one's own projects and the ability to meaningful critique art work created by others.

GENERAL COURSE REQUIREMENTS

- All projects must be submitted on due dates, **whether completed or not**. An "F" grade will be assigned if no project is turned in. If handed in, incomplete projects will receive some credit, but I have to have SOMETHING to grade.
- Project critiques will be conducted for each assignment. It is expected that each student will attend all critiques and participate in these discussions. Failure to do so may result in the lowering of the assignment grade by one full letter (ex. B+ to C+)
- Only completed projects will be critiqued in class.
- It is recommended that each student keep a note/sketch book.
- A class grade of Incomplete (I) will only be considered in the case of genuinely serious extenuating circumstances.

GRADING

Project Grading

There will be five graded project assignments during the term. Each project will count as 20% of your final grade.

Grades will reflect the following criteria:

- **PROGRESS:** Your development through the quarter- how much you learn and improve. Work should be seriously pursued and carefully made. The best idea- poorly executed- is poor.
- **PARTICIPATION:** Your input and interest in class, and your participation in critiques.
- **DEADLINES:** Your ability to complete work on time. This is especially important since we will critique work as a group. **Late work will NOT be accepted** except in the event of serious illness or family emergency. Written proof of illness or emergency will be **REQUIRED**. All work is due at the beginning of class and will not be accepted after class has begun.
- **ATTENDANCE:** You are encouraged to attend all classes. Do not assume that lectures, demonstrations or explanations will be repeated. Please see pg. 31 of the University Catalog. Open work time is intended for you to interact with the instructor and with fellow students- if you do not attend you will miss their input.

PROJECTS & EXERCISES: The various projects will be specifically **evaluated** as follows:

- **Problem Solving:** How well you address the parameters of the assignment and come up with creative solutions. Assignments which avoid addressing the parameters of the assignment will not be accepted. If you are unsure; then ask!
- **Design:** How well you demonstrate a knowledge of the design principles being explored. The amount of visual interest generated by your work.
- **Craft:** Your ability to execute the assignments as described and with neatness, precision and technical proficiency. The level of craft should support the idea or principle being conveyed.

Grading Scale

Project grades will be assigned according to the following point scale and the final grades will be weighted according to the value of the project and added together. Final grades will be assigned according to the following ranges:

GRADE	POINTS	FINAL GRADE RANGE
A+	100	
A	95	93.4 - 100
A-	91.7	90.0 - 93.3
B+	88.3	86.7 - 89.9
B	85	83.4 - 86.6
B-	81.7	80.0 - 83.3
C+	78.3	76.7 - 79.9
C	75	73.4 - 76.6
C-	71.7	70.0 - 73.3
D+	68.3	66.7 - 69.9
D	65	63.4 - 66.6
D-	61.7	60.0 - 63.3
F	0	59.9 & lower

SOME NOTES ON GRADING

Grading of creative work is very challenging and I try hard to balance reasonable expectations, past experience and the stated goals of the assignment with the performance of the class overall. In order to facilitate fair grading, all major assignments will include an in-class critique. You are expected to **attend and participate** in these critiques. Please pay particular attention to the examples of assignments shown in class in order to gauge my expectations and generate ideas for your own efforts.

Below please find a description of the general expectations which correspond to particular grades.

A: (EXCELLENT STUDENT WORK)

- is purposeful.
- demonstrates a high degree of clarity, craft and inventiveness.
- shows serious involvement and real insight into the subtleties and complexities of the technical, conceptual and visual issues involved.
- shows that the artist is in control and that all areas of the project work together.
- develops original and unique material.
- reveals a distinctive & compelling voice .
- engages the viewer/user in the structure, meaning & presence of the project.

B: (GOOD STUDENT WORK)

- is purposeful
- is very consistent in communicating the intended concepts.
- evidences involvement, craft and understanding of issues.
- attempts to incorporate an original & unique approach.

C: (SATISFACTORY STUDENT WORK)

- attempts to be purposeful & consistent.
- shows a basic sense of involvement & level of craft.
- evidences some complexity of thought.
- prompts some engagement and understanding in the user/viewer.

D: (LESS-THAN-SATISFACTORY STUDENT WORK)

- is unresolved.
- lacks cohesiveness.
- demonstrates uncommitted exploration and/or absence of understanding of basic concepts,
- organization or structure.
- shows little evidence of technical or conceptual skills.

F: (UNSATISFACTORY STUDENT WORK)

- is unrealized or incomplete
AND/OR
- shows- by disengagement,- a lack of interest and /or commitment to learning.

I am always happy to discuss and reconsider grades if you feel that I have not understood or fairly evaluated an assignment. **I do ask, however, that in questioning a grade, you be prepared to discuss your assignment in reference to the above criteria and to the overall class performance as evidenced by the group critique.**

Keith A. Lewis
Assessment and Learner Outcomes

COURSE: Art 171

1. Outline of Course Content:

ART 171. Basic Design II . Exploration of the elements and principles of design in three dimensional media. Emphasis on the development of design vocabulary, conceptual clarity, visual analysis and technical proficiency. One hour lecture and four hours of studio per week.

2. Course Objectives: Develop proficiency in the identification, application, understanding and articulation of the basic principles of 3-D design in order to enable those principles to be incorporated into subsequent artistic production.

3. Assessment and Learner Outcomes:

Learning Outcomes	Assessment strategies
1. Identify and demonstrate proficiency in basic 3-D design principles (volume, form, surface, visual cohesion, flow) and in simple material manipulations (foam core, wire, cutting, bending, gluing).	A series of compositions isolating and applying specific aspects of design.
2. Demonstrate proficiency with design vocabulary and ability to conduct a visual analysis of 3-D work.	Class critiques for each assignment, incorporating individual presentation as well as group discussion for the purpose of assessing the application of a specific aspect of design
3. Integrate and apply the principals of design in a comprehensive, sustained manner.	Class critiques for each assignment, incorporating individual presentation as well as group discussion for the purpose of assessing the integration into the composition of aspects of design that were introduced earlier in the course.