

# Fundamentals of Design\*\*

## Course Design

2000-2001

### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	ART101
<b>Title:</b>	Fundamentals of Design**
<b>Credits:</b>	2
<b>Developed by:</b>	Richard Green
<b>Lecture/Lab Ratio:</b>	Four (4) lab hours
<b>Transfer Status:</b>	ASU-DEC(ART)*, NAU-ART150, UofA-DEC(ART)*
<b>Extended Registration</b>	
<b>Class:</b>	Yes
<b>CIP Code:</b>	50.0705
<b>Assessment Mode:</b>	Portfolio
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	Students planning a career in art; transfer students and terminal degree Advertising Design students; interested community members.
<b>Description:</b>	The elements of design: line, value, shape, texture and color used according to the principles of design in two-dimensional composition.
<b>Textbooks:</b>	
<b>Supplies:</b>	Three-ring binder for handbook and assignments Metal straitedge Drawing paper, 9x12 or 11x14 Kneaded eraser or art gum eraser Drawing pencils, No. 6, Ebony or Midnight Small pointed and flat soft-bristle brushes. India ink Illustration board Tracing paper Scissors

Metal or plastic mixing tray

## Competencies and Performance Standards

<b>1. Define terms.</b>			
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner correctly identifies 80% of terms</li> <li>• learner is able to use terminology</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in a written exam without notes or references</li> <li>• in written and verbal critiques</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Correctly identify 80% of terms.</li> <li>Use terminology.</li> </ol>	
<b>2. Design using tools and materials to create effects of line, shape and value, and texture.</b>			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner creates designs</li> <li>• learner makes initial sketches</li> <li>• learner differentiates among the four elements of design</li> <li>• learner weighs alternatives</li> <li>• learner exhibits technical mastery</li> <li>• learner chooses best solution to problem</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• learner exhibits effective use of tools and materials to create designs based on isolated elements of line, shape and value, and texture</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Create designs using line alone with tools and materials listed in competency.</li> <li>Create designs using shape and value with tools and materials listed in competency.</li> <li>Create designs using texture alone with tools and materials listed in competency.</li> <li>Make initial sketches for each of three criteria above.</li> <li>Differentiate among the four elements of design included in the first three criteria above in making initial sketches.</li> <li>Weigh alternatives in series of sketches.</li> <li>Form judgements about effectiveness of sketches.</li> <li>Exhibit technical mastery in using materials.</li> <li>Choose best solution to problem presented in assignment.</li> </ol>	
<b>3. Present work to class in critique.</b>			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner discusses stages of his/her own work from concept; thumbnail to final design</li> <li>• learner communicates to class using art terminology</li> <li>• learner is willing to judge validity of suggestions made by others</li> <li>• learner justifies his/her own work</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in class during a verbal critique</li> <li>• in presentation by student of his/her own work</li> <li>• using art terminology</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Discuss stages of work from concept; thumbnail to final design.</li> <li>Communicate to class using art terminology.</li> <li>Judge validity of suggestions made by others.</li> <li>Justify work.</li> </ol>	

<b>4. Write critique of two-dimensional example in terms of structure.</b>			
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p><b>Criteria--</b>Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner differentiates elements and principles of design</li> <li>• learner applies terminology in discussing an example of two-dimensional art</li> <li>• learner evaluates a two-dimensional work of art following a procedure</li> <li>• learner describes physical characteristics of an example of two-dimensional art</li> <li>• learner assesses a two-dimensional work of art as satisfactory or unsatisfactory</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• in a critique in a controlled setting, i.e. classroom or exhibit</li> <li>• without the use of notes or reference material</li> <li>• in a take-home assignment</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Differentiate elements and principles of design.</li> <li>Apply terminology in discussing an example of two-dimensional art.</li> <li>Evaluate a two-dimensional work of art following a procedure.</li> <li>Describe physical characteristics of an example of two-dimensional art.</li> <li>Assess a two-dimensional work of art as satisfactory or unsatisfactory.</li> </ol>	

## Types of Instruction

Classroom Presentation

On Campus Laboratory and Clinicals

## Grading Policy

### Evaluation Methods:

### Grading Scale:

Grade	Requirement
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

## Learning Plans

### Learning Plan 1-- Design

**Overview:** To create a vocabulary with which students can describe what they are doing, how they are doing it, and how it operates as a successful two-dimensional design structure.

**Competency:** 2. **Design using tools and materials to create effects of line, shape and value, and texture.**

#### Learning Activities:

- \_\_\_\_\_ 1. Define vocabulary or terminology.
- \_\_\_\_\_ 2. Create a design.
- \_\_\_\_\_ 3. Develop a definition.
- \_\_\_\_\_ 4. Differentiate between examples and non-examples of a concept.
- \_\_\_\_\_ 5. Discuss in a small group.
- \_\_\_\_\_ 6. Identify valid instances of a concept.
- \_\_\_\_\_ 7. Critique the effectiveness and appropriateness of the application of specific cases or situations.
- \_\_\_\_\_ 8. Listen to a presentation.
- \_\_\_\_\_ 9. Make flashcards of words and phrases.
- \_\_\_\_\_ 10. Make a poster.
- \_\_\_\_\_ 11. Participate in a class discussion.
- \_\_\_\_\_ 12. Sketch a design or plan.
- \_\_\_\_\_ 13. Teach another learner.
- \_\_\_\_\_ 14. View slides or transparencies.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Participate in all class projects and activities.
- \_\_\_\_\_ 2. Submit final product(s) to instructor/class.

### Learning Plan 2-- Design Production

**Overview:** To apply concepts of two-dimensional design to examples created by students. To give students opportunity to create original designs of their own making.

**Competency:** 2. **Design using tools and materials to create effects of line, shape and value, and texture.**

**Learning Activities:**

- \_\_\_\_\_ 1. Brainstorm an idea with a small group of three or four students.
- \_\_\_\_\_ 2. Construct a physical model, in this case a two-dimensional design based on the use of line alone without the aid of any additional value, color, or texture.
- \_\_\_\_\_ 3. Create a two-dimensional design using line alone, with no additional value, color, or texture.
- \_\_\_\_\_ 4. Decide on a method to solve a problem: decide which art tools and supplies to use to make lines of different qualities.
- \_\_\_\_\_ 5. Differentiate between examples and non-examples of a concept, in this case between a linear design and designs based on shape, color, value or texture.
- \_\_\_\_\_ 6. Identify valid instances of a concept, in this case of the difference in quality of lines that are smooth, ragged, angular, curvilinear, flowing, tapering, etc.
- \_\_\_\_\_ 7. Make a decision regarding the best type of line to use to express a particular concept in a design.
- \_\_\_\_\_ 8. Solve a problem on a given format, without the help of any other elements of design; create a linear concept.

**Performance  
Assessment Activities:**

- \_\_\_\_\_ 1. Participate in all class projects and activities.
- \_\_\_\_\_ 2. Submit final product(s) to instructor/class.