***Contra Costa College***

***Course Outline***

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| |  |  | | --- | --- | | **Department & Number:** | ART ART 102 | | **Course Title:** | 3-D Foundations in Art | | Pre-requisite: | None | | Corequisite: | None | | Advisory: | None | | Entry Skill: | None | | |  |  | | --- | --- | | **Lecture Hours:** | 36.00 - 72.00 | | **Lab Hours:** | 36.00 - 72.00 | | **Lecture Hours By Arrangement:** | 0.00 - 0.00 | | **Lab Hours By Arrangement:** | 0.00 - 0.00 | | **Units:** | 3.00 - 3.00 | |

**Course/Catalog Description:**  
This course is an introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects.

**Course Objectives:**  
At the completion of the course the student will be able to:

1. Identify and understand the formal elements and organizing principles of three-dimensional art;
2. Independently produce objects, forms, and problem-solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional art;
3. Discuss, describe, analyze and critique three-dimensional works of art through references to the formal elements and principles of design;
4. Make individual aesthetic decisions and judgments related to their own design work;
5. Translate ideas and visual experience into tactile forms objects using both formal and conceptual approaches;
6. Recognize the presence of specific design elements and principles in works of art as well as in the everyday physical world around them, throughout history and across cultures;
7. Compose in three dimensions and work with a variety of media which may include but is not limited to clay, wood, metal, paint, plaster, paper, fibers, mixed media, and in the use of digital technology such as 3D scanners and printers in an appropriate and safe manner.

**Student Learning Outcomes**

1. Students will organize a portfolio of works that demonstrate aesthetic understanding of the principles of design, elements of form, and appropriate presentation of 3D art projects.

**Course Content**

**Course Content (Lecture):**

1. Fundamental theoretical concepts and terminology common to all three-dimensional art and design activities, including the elements of design which may include line, shape, form, space, value, texture, and color.
2. Organizing principles of three-dimensional design, which may include balance, proportion, repetition, variety, scale, and emphasis.
3. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic three-dimensional elements.
4. Dynamic relationships of three-dimensional elements and organizing principles.
5. Introduction to a variety of three-dimensional materials and techniques.
6. Translation of ideas or visual experience into tactile forms using both formal and conceptual approaches.
7. Evaluation and critique of historical examples of three-dimensional design from various cultures, historical periods, and aesthetic sensibilities.
8. Written assignments and/or exams in which students must clearly articulate comprehension of the basic elements and principles of three-dimensional design.
9. Critical evaluation (practical, written and/or oral) of three-dimensional works through references to formal elements and principles of design.
10. Develop critical thinking skills through critiquing their own works and that of other students.
11. Contemporary trends, materials, and approaches in three dimensional design.

**Course Content (Lab):**

1. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic three-dimensional materials.
2. Studio projects that explore the elements and organizing principles of three-dimensional design.
3. Development of skills and processes using a variety of artistic materials, techniques and tools appropriate to an introductory study in design, which may include paper, wood, plaster, wire, metal, clay, fibers, mixed media etc.
4. Participation in group and individual critiques.

**Methods Of Instruction:**

1. Collaborative Learning/Peer Review
2. Discussion

**Instructional Materials**

**Note:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included

**Textbooks**  
Title: Launching the Imagination: A Guide to Three-Dimensional Design   
Author: Mary Stewart   
Publisher: McGraw-Hill   
Edition: 5th   
Date: 2014   
  
  
Title: Principles of Three-Dimensional Design: Objects, Space and Meaning   
Author: Stephen Luecking   
Publisher: Pearson   
Edition: 1st   
Date: 2002   
Justification Statement:   
This book is on the list of state approved texts for this course. Material in art theory texts does not get outdated.   
  
Title: Shaping Space: The Dynamics of Three-Dimensional Design   
Author: Paul Zelanski and Mary Pat Fisher   
Publisher: Cengage Learning   
Edition: 3rd   
Date: 2006   
Justification Statement:   
This book is on the list of state approved texts for this course. Material in art theory texts do not get outdated.

**Outside of Class Weekly Assignments**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State Mandates that sample assignments must be included on the Course Outline of Record

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| **Outside of Class Weekly Assignments** | **Hours Per Week** |
| Weekly Writing *(Include detailed assignment below, if applicable)* | 4 |
| Gallery or Museum visit One page paper Go to an art museum or art gallery. Find one piece of three-dimensional art and analyze it. Ask the same questions we (I) ask in class, questions about composition, value, and texture to name a few. Are the choices the artist makes effective? Include the name of the artist, the title of the artwork and medium. The paper must be typed. The paper must include evidence of the visit. These are some examples of evidence choose one: a picture of you next to the piece of artwork, an entry ticket, a brochure, a postcard. All materials must be stapled together. You must use MLA guidelines, and if you do not know what that is find out. | |
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**Student Evaluation**

Portfolio of completed work;

Group and individual critiques in oral or written formats;

Written assignments, which may include quizzes, essays, exams, or reports.

**Grading Policy**  
**Student Choice**  
90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
60% - 69% = D  
Below 59% = F  
or  
70% and Above = Pass  
Below 70% = No Pass

**Prepared by** Ellen Seidler  
**Date** 3/24/2015

Generated on: 5/19/2015 8:22:13 AM