

ART 5 Course Outline as of Fall 2001

CATALOG INFORMATION

Dept and Nbr: ART 5

Title: 3 DIMENSIONL DESIGN

Full Title: Three Dimensional Design

Last Reviewed: 11/4/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	1.50	Lab Scheduled	4.00	3	Lab Scheduled	70.00
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 175.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 03 - May Be Taken for a Total of 3 Units

Also Listed As:

Formerly:

Catalog Description:
A problem solving approach to spatial organization. Experimental use of paper, cardboard, wood, plastic, wire, string and found objects. Problems designed to encourage personal growth through individual solutions.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: A problem solving experience in spatial organization & materials. Aesthetics & function will be considered integral to the design process. Investigation of the three dimensional model as a visualizing tool. A required Core course for the Fine Arts Certificate. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN ART16)

Repeatability: May Be Taken for a Total of 3 Units

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 2019	
CSU GE:	Transfer Area		Effective:	Inactive:
	C1	Arts	Fall 1990	
IGETC:	Transfer Area		Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

CID Descriptor: ARTS 101 3-D Foundations

SRJC Equivalent Course(s): ART5

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

1. Develop perception and awareness of visual elements such as form, texture, space and motion.
2. Develop perception and awareness of visual relationships such as rhythm, scale and repetition.
3. Become familiar with and able to describe form both verbally and in writing using vocabulary of terms pertaining specifically to three dimensional design.
4. Develop hand skills necessary for basic mastery of various design tools and media; hard, soft, flat and linear.
5. Develop and exercise ability to perform analytical operations necessary to build forms in three-dimensional space; using two dimensional and three dimensional sketching.
6. Exercise ability to make aesthetic judgments through class critiques.
7. Cultivate an understanding of the creative process which includes both the development of disciplined work habits, time management skills and the practice of hand skills, as well as risk-taking and experimentation.
8. Examine and analyze examples of historical models in architecture, sculpture and design.
9. Define health and safety issues that could arise from the use of three dimensional design materials. Train students to use mat knives, rules, compasses and other three dimensional design materials safely.

Topics and Scope:

The primary intent of Art 5 is visual literacy and performance using specific media in a studio setting. This includes:

1. The ability to recognize the basic elements of three dimensional design (form and shape, space, volume and texture).
2. The ability to make aesthetic decisions and judgments about these elements in three dimensional design.
3. The ability to perform specific techniques to demonstrate these elements (building structures which are free standing, kinetic, are build from regular polygons and organic form, working from two dimensional plans).
4. The ability to intelligently use and care for the tools of Art 5 (pencils, rulers, compasses, mat knives, glues and basic joinery).

The scope and sequence of the course will be presented as follows:

1. Through lectures, videos and slides concerning the concepts, elements and art historical precedents of three dimensional design.
2. Through lecture/demonstrations of the proper use of materials and techniques.
3. Through student practice and demonstration of compositional, expressive and technical concepts.
4. Through evaluative one-on-one discussions with individual students.
5. Through group critique discussions and presentations of in-class work and homework.

Specific areas of study within Art 5 include:

1. Process: balancing the deliberate and planned with the accidental and spontaneous.
2. Content: recognize other-than aesthetic aspects of three dimensional design such as metaphor, symbol, narrative, etc.
3. Abstraction: introduce the concept of abstraction through various means: extreme simplification of the elements of drawing such as form or of value, expressive spontaneous, or improvised use of materials, 20th century precedents in drawing.
4. Shape/Form: recognizing how two dimensional shape becomes three dimensional form, observing profile shapes and separating them from surface detail, using positive and negative shape relationships to strengthen compositional drama or unity.
5. Texture: using textural contrasts and pattern to describe and enrich surfaces or affect the speed at which a form is comprehended.
6. Edge/Volume: the edge as a way to achieve openness or volume. Varying edge widths to create variety and rhythm.
7. Proportion: analyzing relative importance of the parts within a form for its contribution to the whole effect.

Assignment:

Various form building exercises which explore major principles of form function including:

1. Paper as a structural material.
2. Cardboard used as a modelmaking material for natural and architectural form.
3. Human scale as a factor in functional form.
4. Primitive form and its relationship to geometric design.
5. Fabrication and joinery as important details of form.

6. Kinetics and optics.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing
0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
10 - 30%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

A portfolio of completed work will be major basis for course grade. Other factors: attendance, effort, growth and class participation.

Other Category
70 - 90%

Representative Textbooks and Materials:

The Universal Traveler, a Soft-Systems Guide to Creativity, Problem-Solving & the Process of Reaching Goals, Koberg and Bagnall, Crisp Publications, Inc., Revised Edition, 1991