

**ART 3 Course Outline as of Fall 1981****CATALOG INFORMATION**

Dept and Nbr: ART 3 Title: INTRO ART &amp; DESIGN

Full Title: Introduction to Art &amp; Design

Last Reviewed: 2/28/2022

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	4	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: 08 - May Be Taken for a Total of 6 Units

Also Listed As:

Formerly:

**Catalog Description:**

An introductory studio course in the fundamentals of art and design using shape, value, texture, line, pattern, color and space through exercises in drawing, painting, and collage. The course is required for the Fine Arts Certificate and is accepted for transfer at both the UC and USC systems.

**Prerequisites/Corequisites:****Recommended Preparation:**

Basic interest in art.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: An introductory studio course in the fundamentals of art and design using shape, value, texture, line, pattern, color and space through exercises in drawing, painting, and collage. The course is required for the Fine Arts Certificate and is accepted for transfer at both the UC and USC system. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Basic interest in art.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN ART14)

Repeatability: May Be Taken for a Total of 6 Units

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C1	Arts	Fall 1990	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3A	Arts	Fall 1981	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:

### **CID:**

CID Descriptor:ARTS 100      2-D Foundations

SRJC Equivalent Course(s):      ART3

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

1. Explore basic elements of art and design: shape, line, volume, texture value, space, scale, light, color, movement, pattern, etc.
2. Recognize the various design concepts and dynamics such as proportion, unity/variety, harmony/tension, symmetry/asymmetry, repetition, contrast, value and color interaction, communication, etc.
3. Become familiar with a working vocabulary of terms relating to the above mentioned basic art elements and dynamics.
4. Practice problem-solving based upon visual thinking and intuition.
5. Cultivate an understanding of the creative process: The relative roles of play, work, intention, judgement.
6. Involve the gestural, spontaneous, accidental.
7. Develop perceptual awareness of form in nature.
8. Discover and exploit imagination and personal expression.
9. Analyze and apply various principles relative to composition.
10. Explore a range of tools, media, and materials -- graphic and color, dry and fluid.
11. Exercise various basic drawing and painting skills.

### **Topics and Scope:**

1. Work with tonal values and gradients for both compositional and descriptive ends.
2. Explore cues for the representation of various spatial effects.

3. Consider how form relates to the format.
4. Recognize relational aspects of composition: figure vs. ground, positive vs. negative, the two-dimensional illusion, and the interplay of visual weights and forces.
5. Discover texture in nature, how it can be manufactured and how it can be used for value and surface contrast.
6. Use pattern in both a strictly programmed and a variable repeat form.
7. Employ line as both contour and an independent element.
8. Relate these elements (texture, line, pattern, value, etc.) to the visual environment.
9. Practice basic drawing skills such as grading, shading, hatching, etc.
10. Draw from nature to develop perceptual and interpretive skills.
11. Involve feelings and sensations of changes in light, weather, seasons as they reflect mood and influence choice of tonal and color choices.
12. Draw from imagination to explore the unconscious and practice invention.
13. Practice basic painting skills using water soluble paint for various compositional, pictorial, and color exercises.
14. Familiarize students with good examples of drawing and painting, past and contemporary, including pre-historic, primitive and non-western, and anonymous.
15. Expose students to the range of crafts and designed products from early examples to current.
16. Use reproductions of paintings as a point of departure to analyze formal and stylistic elements.
17. Exercise ability to make critical, aesthetic judgements through class critiques.

### **Assignment:**

May include the following:

1. Value contrast compositions.
2. Value gradient and transparency compositions.
3. Textural studies.
4. Pattern exercises, programmed and variable repeats.
5. Color problems dealing with: spatial characteristics; relativity and interaction; emotive, evocative qualities; sensory, associative, symbolic aspects; contrasts (hue, temperature, value, complimentary, analagous, etc.); tints, tones, shades; mixing and painting skills.
6. Relate the above design elements to the visual environment through exercises in drawing and painting.
7. Exercises emphasizing movement as a dynamic element.
8. Create various spatial effects using perspective as well as other devices.
9. Draw natural and man-made objects to study shape, texture, light and shadow, singly and in combination.
10. Create light and mood variations by allusions to effects of dusk, night, mist, autumn, etc.
11. Expand upon post card art reproductions to explore formal and stylistic characteristics.
12. Use theme of an imagined space, such as a garden, as means to employ symbol, abstraction and personal expression.

13. A design problem to be achieved in drawing and/or painting dealing with specific criteria. (Such as a clock face, stamp, crate or wine label, etc.)

### 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 problem solving assessments and 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.

Homework problems

Problem solving  
40 - 60%

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

Class performances, Portfolio

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 class and outside assignments. Other factors: attendance, attentiveness, attitude, effort, class participation, growth.

Other Category  
10 - 30%

### Representative Textbooks and Materials:

Form, Space and Vision by Graham Collier  
Design Principles and Problems by Zelanski and Fisher  
Experience in Visual Thinking by Robert KcKim  
Visual Forces by Martinez and Block  
The Enjoyment and Use of Color by Walter Sargent