

**ART 5 Course Outline as of Fall 2021****CATALOG INFORMATION**

Dept and Nbr: ART 5 Title: 3 DIMENSIONAL DESIGN

Full Title: Three Dimensional Design

Last Reviewed: 10/26/2020

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	3.00	Lab Scheduled	4.00	5	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: 00 - Two Repeats if Grade was D, F, NC, or NP

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 are designed to encourage personal growth through individual solutions.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: A problem-solving approach to spatial organization. Experimental use of paper, cardboard, wood, plastic, wire, string and found objects. Problems are designed to encourage personal growth through individual solutions. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

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

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 2019	

<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C1	Arts	Fall 1990	

<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
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<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
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### **CID:**

CID Descriptor: ARTS 101      3-D Foundations

SRJC Equivalent Course(s):      ART5

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

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Define perception and awareness of visual elements such as form, texture, space and motion.
2. Utilize the vocabulary of three dimensional design.
3. Create three dimensional forms by employing a variety of design tools and materials.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Develop perception and awareness of visual elements and relationships such as form, rhythm, scale and repetition.
2. Employ the vocabulary of three dimensional design to describe forms.
3. Demonstrate hand skills for basic various design tools and media; hard, soft, flat and linear.
4. Employ analytical operations of two dimensional and three dimensional sketches to build forms in three dimensional space.
5. Develop aesthetic judgments through class critiques.
6. Demonstrate a disciplined creative ability through the development of disciplined work habits, time management skills, and the practice of hand skills, as well as risk-taking and experimentation.
7. Examine and analyze examples of historical models in architecture, sculpture and design.
8. Define health and safety issues that could arise from the use of three dimensional design materials such as mat knives, rulers, compasses and other three dimensional design materials to demonstrate safe use.

### **Topics and Scope:**

The primary intent of Art 5 is development of visual literacy to create compositions using a range of specific media in a studio setting.

## I. Three Dimensional Composition

- A. Forms/shape
- B. Space
- C. Edge and volume
- D. Unity
- E. Kinetic
- F. Static
- G. Dynamic

## II. Three Dimensional Elements and Principal

- A. Rhythm/pattern
- B. Scale/proportion
- C. Repetition
- D. Positive/negative
- E. Symmetry/Asymmetry
- F. Texture
- G. Joinery

## III. Materials

- A. Card board
- B. Sheet metal
- C. Paper
- D. Wood
- E. Wire
- F. Clay
- G. Fiberglass sheet
- H. Ridged foams
- I. Found objects

## IV. Conceptual Aspects of Three Dimensional

- A. Metaphor
- B. Symbol
- C. Narrative
- D. Abstraction
- E. Illusion

## V. Aesthetic

- A. Architecture
- B. Sculpture
- C. Living form
- D. History of design and sculpture

## VI. Tools

- A. Pencils
- B. Mat knives
- C. Compasses
- D. Glues
- E. Rulers
- F. Power tools
- G. Machinery

## VII. Critique

- A. Analysis of formal elements in art and design
- B. Vocabulary for constructive exchange of formal and expressive criticism of visual work
- C. Context: historical and contemporary movements in art and design
- D. Practical and functional aspect of design

## VIII. Health and Safety

- A. Safe studio maintenance and clean-up procedure.
- B. Safe use of tools and machinery.

All topics are covered in the lecture and lab portions of the course.

### Assignment:

1. Various form building exercises (portfolio preparation) (8 to 10) which explore major principles of form function including:
  - a. Paper as a structural material
  - b. Cardboard used as a model making material for natural and architectural form
  - c. Human scale as a factor in functional form
  - d. Primitive form and its relationship to geometric and organic design
  - e. Fabrication and joinery as important details of form
  - f. Kinetics and optics
  - g. Design a Rube Goldberg type of device
  - f. Design and create new tools for the certain task
  - h. Design and build a case for precious object
2. Critiquing the aesthetic and conceptual success of one's own and other students' work
3. Student presents own work as portfolio at end of course

All assignments are lab- and lecture-related.

### 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 presentations, critiques, and portfolio preparation

Skill Demonstrations  
70 - 90%

**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.

Attendance and class participation.

Other Category  
10 - 30%

**Representative Textbooks and Materials:**

Instructor prepared materials

Launching the Imagination. 6th ed. Stewart, Mary. McGraw-Hill. 2018