



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
ART 105	Two Dimensional Design	3
Hours: Lecture/Lab/Other 1 Lecture/ 4 Lab	Co- or Pre-requisite None	Implementation Semester & Year FALL 2022

Catalog description:

Broad based studio and survey focusing on the appreciation of art and the introductory examination of images and their functions. Intensive investigation of such essential principles as form, line, space, color, balance, and composition in visual images. Projects are assigned in sequence leading to specific visual solutions. Readings and research projects develop critical dialogue of concepts. Various, traditional and digital, media are used.

General Education Category: **Not GenEd** | Course coordinator: Michael Welliver, wellivem@mccc.edu

Required texts & Other materials:

Pipes, Alan, *Introduction to Design*, Prentice Hall, Inc. Upper Saddle River New Jersey, 2004
Ocvirk, Otto G., et al, *Art Fundamentals*, 9e, McGraw-Hill, New York, 2001

Course Student Learning Outcomes (SLO): [Supports ILG #1,6,7,8,10,11 ; PLO #]

Upon successful completion of this course the student will be able to:

1. Identify the use of color systems, compositional elements, materials and practices as well as cultural signification as content throughout art history to contemporary art. [Supports ILG # ; PLO # 1,2]
2. Create Two Dimensional Design projects that examining the concepts in contemporary art while utilizing materials and concepts with specific context and processes. [Supports ILG #5,6,7,8,11 ; PLO #1,2,4]
3. Critically evaluate modes of practice in contemporary art as well as compare and contrast the works of art and design using appropriate vocabulary. [Supports ILG #1,5,6,7,8,9,10,11 ; PLO # 1,2,3]
4. Critically evaluate their work and the work of their peers, explaining the relevance of materials, processes, color systems, compositional elements, and cultural signifiers. [Supports ILG #1,5,6,7,8,9,11; PLO #1,2,3,4]
5. Employ concepts of aesthetic appreciation through research, writing, readings, tests, and technical projects. [Supports ILG #1,6,7,8,10,11 ; PLO # 1,2,3,4]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing..

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Visual Arts (PLO)

1. Identify and explain the significant events in the history of art as well as contemporary practices.
2. Discuss and/or integrate different techniques and approaches to art making.
3. Analyze and evaluate artwork verbally and in writing.
4. Create a portfolio for education transfer, employment, or artistic venues.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Color Theory [Supports Course SLO #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of color theory as content throughout art history to contemporary art relating to color psychology, interaction of color, design properties and systems, and cultural signifiers
- Utilize materials with specific context to color and representation.
- Create a color focused project that examines and employs methods of production and concepts of a specific color system.
- Explain relevance of processes relating to systems of color, functional properties of color in production, perception and cognition, color psychology, politics and hegemonic signifiers of color.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit II **Line and Introduction to Composition [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices as content throughout art history to contemporary art relating to representation, abstraction, non-objectivity, and linear composition.
- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Create a linear project that examines concepts of non-objectivity and representation of experience via cartography.
- Explain relevance of concepts and processes specifically relating to linear composition, the figure ground relationship, and the difference between non-objective and abstract images.
- Critically evaluate their work and the work of their peers in verbal and written critique

Unit III **Shape and Motif [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices as content throughout art history to contemporary art relating to pattern, motif, symmetry, asymmetry, and shape.
- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Create a non-objective shape based project that examines concepts of repetition, rhythm, negative space, symmetry and asymmetry.
- Explain relevance of concepts and processes specifically relating to various types of shape, compositional structures, and motif.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit IV **Illusionistic Space [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices as content throughout art history to contemporary art relating to the creation of illusionistic space.
- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Create a non-objective space based project that examines concepts of linear perspective, scale, overlapping, foreshortening, interpenetration, Diminution, and transparency.
- Explain relevance of concepts and processes specifically relating to the creation of illusionistic space, compositional structures, and abstraction.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit V **Value [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices as content throughout art history to contemporary art relating to the appropriate value in a black and white or color image in relation to an existing value scale.
- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Create a photo-based project that examines concepts of continuous tone, pixilation, and optical mixing using various strategies such as hatching, stippling, and collage.
- Explain relevance of concepts and processes specifically relating to the creation of representational imagery from a photographic source.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit VI **Re-Evaluation [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices relating to their own work in Line, Illusionistic Space, or Value projects and re-evaluate those concepts to utilize a color system.

Specific attention is paid to a content driven color system and its relationship to art, design, and other visual stimuli.

- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Create a project that critically examines, and reimagines, previous concepts in line, value, illusionistic space, and color.
- Explain relevance of concepts and processes specifically relating to the creation of synergies between multiple previous units.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit VII **Works in Serial** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the use of narrative as content throughout art history to contemporary art relating to sequential works.
- Utilize materials and concepts with specific context to the foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm across multiple pieces.
- Create a project that examines visual narrative through multiple, independent, works.
- Explain relevance of narrative, concepts, and processes specifically relating to the codified multiples and the relationship to the singular image.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Unit VIII **Research Project** [Supports Course SLOs #1,3]

Learning Objectives

The student will be able to:

- Identify the use of materials and practices as content throughout art history to contemporary art,
- Utilize vocabulary to analyze the work of contemporary artists.
- Critically evaluate modes of practices in contemporary art.
- Explain relevance of signifiers, materials, concepts, and processes relating to visual culture.
- Compare and contrast the work of contemporary artists

Unit IX **Cumulative Final** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the use of materials, concepts, and practices as content throughout art history to contemporary art.
- Create a detailed project sheet describing concepts, materials, directions for sketches, directions for final design, and a grading rubric, which proves understanding of objectives.
- Utilize materials with specific context by writing a project sheet, developing a rubric, and completing the project in its entirety.
- Create a project that examines a concept rigorously in connection to specific foundational rules of design: unity/harmony, balance, scale/proportion, contrast/emphasis, and rhythm.
- Explain relevance of concepts, materials, and processes relating to the designed final.
- Critically evaluate their work and the work of their peers in verbal and written critique.

Evaluation of student learning:

- Successful completion of required projects: 40%
- Final Project 10%
- Quizzes : 20%
- Artist Paper: 20%
- Daily Participation/Homework: 10%