SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Two Dimensional Design I
COURSE NUMBER: DIGI0131
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
PREREQUISITE(S): None
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
A course for beginning art students and those interested in art fundamentals, Two-Dimensional Design I introduces basic elements, principles, and techniques or organization used by artists. Six hours of studio per week are required.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Elements of Design - Tints and shades
   A. Primary
B. Secondary
C. Mixed complements
D. Grades of intensity of mixed complements

II. Elements of Design
A. Line
B. Shape
C. Space
D. Texture
E. Value

III. Principles of Design
A. Balance
B. Emphasis
C. Proportion/Scale
D. Rhythm/repetition
E. Unity/variety

IV. A study of a hue working against different grounds
V. Object ground relationships in achromatic gray
VI. Monochromatic repeated symmetrical design with wide value range
VII. Monochromatic repeated symmetrical design with close value range
VIII. Asymmetrical design with asymmetrical shapes and an analogous hue system
IX. A dynamic, asymmetrical design with dominate geometric forms and complementary hue system
X. A process of abstracting from narrative shades, laying them out asymmetrically using a dominant warm or cool hue system
XI. Employ two dimensional design while creating spatial illusions
XII. Evaluation of two-dimensional designs using the elements and principles of design.

EXPECTED LEARNER OUTCOMES:
A. After completing this class, students will be able to identify the primary, secondary, and mixed complement elements of design as they relate to tints and shades.
B. After completing this class, students will be able to describe the following elements of design: line, shape, space, texture, and value.
C. After completing this class, students will be able to identify the following principles of design: balance, emphasis, proportion/scale, rhythm/repetition, and unity/variety.
D. After completing this class, students will be able to discuss the relationship between color and light.
E. After completing this class, students will be able to identify and describe hue, value, and intensity.
F. After completing this class, students will be able to identify color systems.
G. After completing this class, students will be able to relate color systems to design solution.
H. After completing this class, students will be able to identify shape families and design principles.
I. After completing this class, students will be able to identify image systems.
J. After completing this class, students will be able to evaluate verbally his/her own and others two-dimensional designs using the elements and principles of design.
COURSE COMPETENCIES:
1. The student will be able to identify primary tints and shades.
2. The student will be able to identify secondary tints and shades.
3. The student will be able to identify mixed complements of tints and shades.
4. The student will be able to discuss grades of intensity of mixed components as relates to tints and shades.
5. The student will be able to evaluate the importance of line as an element of design.
6. The student will be able to describe the various types of shapes and the importance of shape as an element of design.
7. The student will be able to compare and contrast the relationships between symmetrical and asymmetrical design.
8. The student will be able to define various geometric forms.
9. The student will be able to identify shape families and design principles.
10. The student will be able to describe the importance of space in two-dimensional design, including the use of spatial illusion.
11. The student will be able to identify various textures as elements of design.
12. The student will be able to define balance as a principle of design.
13. The student will be able to describe emphasis as a principle of design.
14. The student will be able to complete a two dimensional design with appropriate proportion and scale.
15. The student will be able to complete a two dimensional design with correct rhythm and repetition.
16. The student will be able to compare and contrast unity and variety as they apply to principles of design.
17. The student will be able to discuss the relationships between symmetrical and asymmetrical designs.
18. The student will be able to identify color systems.
19. The student will be able to identify image systems.
20. The student will be able to integrate form with function in a large work.
21. The student will be able to produce two-dimensional works that properly use the elements of design (line, shape, space, texture, value, and color).
22. The student will be able to produce two-dimensional works that properly use the principles of design (balance, emphasis, proportion/scale, rhythm/repetition, unity/variety).
23. The student will be able to produce two-dimensional designs using critical thinking skills to resolve assigned design problems.
24. The student will be able to evaluate in written form and verbally his/her own two-dimensional designs using the elements and principles of design.
25. The student will be able to evaluate in written form and verbally others two-dimensional designs using the elements and principles of design.
26. The student will be able to produce a portfolio of two-dimensional works, focusing on the methods and techniques addressed in the course.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.
SPECIAL NOTES:
This Syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.