SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: DEPARTMENTAL SYLLABUS

COURSE NAME: Two Dimensional Design II

COURSE NUMBER: DIGI0132

CREDIT HOURS: 3

INSTRUCTOR: DEPARTMENTAL SYLLABUS

OFFICE LOCATION: DEPARTMENTAL SYLLABUS

OFFICE HOURS: DEPARTMENTAL SYLLABUS

TELEPHONE: DEPARTMENTAL SYLLABUS

PREREQUISITE(S): DIGI 0131

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:
Two Dimensional Design II continues from Two Dimensional Design I. It requires the student to complete a series of designs based on the esthetics of various 20th century painting movements.

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, websites, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
This course is a continuation of Two Dimensional Design I. It emphasizes further investigation of the fundamentals of Two Dimensional Design with the intent of integrating all of the separate components into a whole concept.
I. Continued study of color
   1. The nature of color
   2. Uses of color
   3. Color problems
II. Investigation of space
   1. Spatial perceptions
   2. Types of space
   3. Space problems
III. Elements of Design - Tints and shades
   A. Primary
   B. Secondary
   C. Mixed complements
   D. Grades of intensity of mixed complements
IV. Elements of Design
   A. Line
   B. Shape
   C. Space
   D. Texture
   E. Value
V. Principles of Design
   A. Balance
   B. Emphasis
   C. Proportion/Scale
   D. Rhythm/repetition
   E. Unity/variety
VI. A study of a hue working against different grounds
VII. Object ground relationships in achromatic gray
VIII. Monochromatic repeated symmetrical design with wide value range
IX. Monochromatic repeated symmetrical design with close value range
X. Asymmetrical design with asymmetrical shapes and an analogous hue system
XI. A dynamic, asymmetrical design with dominate geometric forms and complementary hue system
XII. A process of abstracting from narrative shades, laying them out asymmetrically using a dominant warm or cool hue system
XIII. Employ two dimensional design while creating spatial illusions
XIV. Evaluation of two-dimensional designs using the elements and principles of design

EXPECTED LEARNER OUTCOMES:
1. 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.
2. After completing this class, students will be able to describe the following elements of design: line, shape, space, texture, and value.
3. After completing this class, students will be able to identify the following principles of design: balance, emphasis, proportion/scale, rhythm/repetition, and unity/variety.
4. After completing this class, students will be able to discuss the relationship between color and light.
5. After completing this class, students will be able to identify and describe hue, value, and intensity.
6. After completing this class, students will be able to identify color systems.
7. After completing this class, students will be able to relate color systems to design solution.
8. After completing this class, students will be able to identify shape families and design principles.
9. After completing this class, students will be able to identify image systems.
10. 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:
The student is evaluated on three factors: (a) technique; (b) the finished work; and (c) synthesis. Technique is scrutinized for skill in application of paint. The finished work is appraised for the solution of the design problem and judged in terms of a synthesis of all the component parts. It is the synthesis that is most important as it suggests an integration of all component parts.

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.

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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.