



## ART 1120

**Division:** Fine Arts

**Department:** Visual Art

**Course:** ART 1120

**Title:** 2D Design

**Catalog Description:**

This course introduces students to the elements and principles of art which fashion the visual world around us. This course will aid in the development of basic problem solving skills used in communicating visually as an artist. Emphasis will be given to the study of two-dimensional structure to develop an understanding of why images evoke unique perceptions and psychological reactions. Each student will develop a working vocabulary of design allowing creation, interpretation, and critical thinking and analysis (critiques) within all fields of the visual arts. Projects focus primarily on two dimensions and will be applied to studies in black and white as well as various experiments in color theory. *A lab fee is required.* (Required of all art majors)

**General Education Requirements:** Fine Arts

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

This course is an integral part of the core curriculum for all visual arts programs in the country. Its primary goal is to provide a sound foundation in visual composition for all intermediate and advanced art classes at Snow College and beyond, as well as to provide non-majors with an understanding of visual problem solving and structure.

It is offered at every other higher institution in the state as an art major requirement during the freshman year of study. This course corresponds to Art 1130 Two-Dimensional Design -- three credits (College of Eastern Utah), Art 1120 Basic Design -- three credits (Dixie State College), Art 1120 Two-Dimensional Design -- three credits (Southern Utah University), Art 1160 Design 2D -- three credits (Weber State University), and Art 1120 Two-Dimensional Design -- three credits (Utah State University).

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- evaluate any visual structure (either orally or in written form) using design terminology to determine its artistic merit
- know various techniques by which to organize the elements and principles to create dynamic visual

compositions

- discover that they have a brain capable of not only analytical reasoning but also visual problem solving
- believe that the study of visual structure is a worthy pursuit and agree that this knowledge will enrich the way they view the world around them.

## **Content:**

This course will include:

- lectures
- class discussion
- slide presentations
- critiques
- demonstrations
- applied projects
- visual problem solving using:
  - line
  - shape
  - value
  - texture
  - color
  - space
  - motion
  - unity
  - emphasis
  - scale
  - balance
- rhythm as each relates to the following topics:
  - perception
  - interpretation
  - structure
  - communication
  - illusion
  - tools and craftsmanship
  - expression
  - historical influence
  - representation
  - form and function

## **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Each student will be required to read the textbook in its entirety. Quizzes and exams will be given to test this theoretic knowledge.

2) Write clearly, informatively, and persuasively.

Through the examination process, students will be required to evaluate various works of art in written form discussing their response to the design structure of each.

3) Speak effectively in a variety of contexts.

Students will be expected to participate in oral group critiques to express opinions of others work as well as their own.

5) Apply a cultural and historical awareness to a variety of phenomena.

One of the goals of this course is to provide historical context to design trends throughout the art world.

Students should be familiar with these styles and be able to express their ideas when they recognize a work being influenced by one of these trends.

9) Respond with informed sensitivity to an artistic work or experience.

All students should be able to respond to any work of art in an articulate manner. Both objective and subjective opinions are valuable, but the latter should still be defended with educated reasoning.

### **Key Performance Indicators:**

Each student will be evaluated on:

- a portfolio of completed design studies\*: 50% of the final grade
- eight reading/lecture quizzes: 10% of the final grade
- a written mid-term and final examination: 20% of the final grade
- a final applied design project\*: 20% of the final grade.

\*Each project is graded on creativity, originality, innovation, craftsmanship and presentation.

### **Representative Text and/or Supplies:**

- *Design Basics*, current edition, David A. Lauer and Stephen Pentak, Harcourt College Publishers.
- Required materials include:
  - sketchbook and tracing paper
  - compass
  - pencils and erasers
  - colored pencils
  - black, white, gray construction paper
  - 1/4 flat brush
  - Sharpie markers
  - acrylic paint set
  - scissors and X-acto knife
  - matte board
  - photocopy access
  - box of Q-tips
  - steel ruler
  - cotton paper
  - white-out marker
  - Lithographic ink



**Signatures:**

I hereby submit this course syllabus:

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Adam Larsen, MFA, Associate Professor

I hereby find this course consistent with the goals and resources of the Visual Art Department:

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Brad Taggart, MFA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

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Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)